

ADMISSIONS POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS FOR THE SCHOOL YEAR 2016/17

All governing bodies are required by section 324 of the Education Act 1996 to admit to the school a child with a statement of special needs that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of special educational needs (SEN) has been issued.

If the number of applications exceeds the Published Admission Number (PAN), after the admission of children where the school is named in the statement of special educational needs (SEN) the following oversubscription criteria will apply:

ORDER OF PRIORITY:	Notes:
<p><u>Priority Group 1:</u></p> <p>Looked after children and all previously looked after children for whom the school has been expressed as a preference. Previously looked after children are children who were looked after, but ceased to be so because they were adopted¹ or became subject to a child arrangement order² or special guardianship order.</p>	<p><i>This applies to all looked-after children, including those who are in the care of another local authority or being provided with accommodation by a local authority in the exercise of their social services function at the time of making an application.</i></p> <p><i>In the case of previously looked after children, a copy of the relevant documentation will be required in support of the application.</i></p> <p>¹<i>This includes children who were adopted under the Adoption Act 1976 and Children who were adopted under the Adopted & Childrens Act 2002.</i></p> <p>²<i>Child Arrangement Orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a Child Arrangement Order.</i></p>
<p><u>Priority Group 2 :</u></p> <p>Children the Authority believes have special social or medical reasons for admission.</p>	<p><i>We will only consider applications on social or medical grounds if they are supported by a professional recommendation from a doctor, social worker, or other appropriate professional. The supporting evidence should set out the particular social or medical reason(s) why the school in question is the most suitable school and the difficulties that would be caused if the child had to attend another school.</i></p> <p><i>Panels of professionally qualified people will consider all applications made under priority group 2.</i></p>
<p><u>Priority Group 3 :</u></p> <p>Children living within the normal area of the school.</p>	
<p><u>Priority Group 4:</u></p> <p>Children living outside the normal area of the school.</p>	

Children in higher numbered priority groups will be offered places ahead of those in lower numbered priority groups. All applications within each priority group will be considered equally (i.e. all applications, regardless of order of preference).

Tie break:

If there are not enough places for all the children in one of these priority groups, we will give priority first to those with a sibling at the school in September 2016 (in all cases sibling refers to brother or sister, half

brother or sister, adopted brother or sister, step brother or sister, or the child of the parent / carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling) and then to those living nearest the school.

If within a priority group there are not enough places for all those with a sibling at the school in September 2016, we will give priority to those children with a sibling living nearest the school.

All distance measurements are based on the nearest route recognised by the County Councils electronic mapping system from a child's home address to school. The measurement is made from a fixed point within the dwelling, as identified by Ordnance Survey, to the nearest school entrance using footpaths and roads. The routes measured to determine the allocation of school places will be those recognised by the electronic mapping system used by the school admissions team.

We may be able to meet your preference for a place at a school that does not serve the local area you live in. In this case, you will normally be responsible for travel arrangements and the costs of your child's travel to and from school.

Local arrangements:

Scarborough area - Graham School - For priority group 3 applications (that is, children living within the normal area covering the school), priority will be given as follows:

- a) Children living in the area normally served by East Ayton Community Primary School and the area west of Scalby Road from Lady Edith's Drive to Scalby Beck.
- b) Children who will have an older sibling at the school of their choice.
- c) Children who live nearest to the school of their choice.

Scalby School - For priority group 4 applications (that is, children living outside the normal area of the school), priority will be given to children who live in the areas normally served by East Ayton Community Primary School and the area west of Scalby Road from Lady Edith's Drive to Scalby Beck and who:

- a) will have an older sibling at Scalby School at the start of the term when the younger sibling starts school; or
- b) would have to make the longest journey to another school without them becoming eligible for help with travel costs from us under the local authority transport policy.

Selby area - Brayton High School and Selby High School – For the purposes of admissions for priority group 3 children a distinction is drawn between those who live in Selby rural area and Selby town area. Each school, Brayton College and Selby High, has its own designated rural area and the two schools are jointly the normal schools for the Selby town area. Places will be offered, within priority group 3, to children from the individual rural area associated with each school before those in the town area, using the tie break elements of the Admissions policy for community and voluntary controlled schools for the academic year 2016/17 where necessary.

Ripon Grammar School - Ripon Grammar School is a designated grammar school,¹ this means that the school is permitted to select its entire intake on the basis of high academic ability². The school does not have to fill all of its places if applicants have not reached the required standard. Ripon Grammar School offers 103 day places and 14 boarding places.

As a maintained boarding school Ripon Grammar School may take boarders as well as day pupils. Maintained boarding schools can set separate admission numbers for day places and boarding places. A maintained boarding school can interview applicants to assess suitability for boarding, but such interviews **must** only consider whether a child presents a serious health and safety hazard to other boarders or whether they would be able to cope with and benefit from a boarding environment. To help with this

¹ As designated by the Education (Grammar School Designation) Order 1998 (SI 1998/2219). Where a designated Grammar School converts to become an Academy, the Academy is permitted to continue selecting their entire intake: Section 6(3) of the Academies Act 2010.

² Section 104 of the School Standards and Framework Act

assessment, they may also use a supplementary information form, and information provided by the previous school and by the child's home local authority (on safeguarding issues).

Boarding schools **must** give priority in their oversubscription criteria in the following order:

- a. looked after children and previously looked after children;
- b. children of members of the UK Armed Forces who qualify for Ministry of Defence financial assistance with the cost of boarding school fees;
- c. children with a 'boarding need', defined by Ripon Grammar School as follows:
 - i. Children at risk or with an unstable home environment and children of service personnel who have died while serving or who have been discharged as a result of attributable injury;
or
 - ii. Children of key workers and Crown Servants working abroad, e.g. the children of charity workers, people working for voluntary service organisations, the diplomatic service or the European Union, teachers, law enforcement officers and medical staff working abroad whose work dictates that they spend much of the year overseas.

**ADMISSIONS POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED
NURSERY SCHOOLS, NURSERY CLASSES AND PRE-RECEPTION
CLASSES FOR THE ACADEMIC YEAR 2016/17**

All governing bodies are required to admit to the school a child with a statement of special needs that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of special educational needs (SEN) has been issued.

ORDER OF PRIORITY:	<i>Notes</i>
<p><u>First priority:</u></p> <p>Looked after children and all previously looked after children for whom the school has been expressed as a preference. Previously looked after children are children who were looked after, but ceased to be so because they were adopted¹ or became subject to a child arrangement order² or special guardianship order.</p>	<p><i>This applies to all looked-after children, including those who are in the care of another local authority or being provided with accommodation by a local authority in the exercise of their social services function at the time of making an application.</i></p> <p><i>In the case of previously looked after children, a copy of the relevant documentation will be required in support of the application.</i></p> <p>¹<i>This includes children who were adopted under the Adoption Act 1976 and Children who were adopted under the Adopted & Childrens Act 2002.</i></p> <p>²<i>Child Arrangement Orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a Child Arrangement Order.</i></p>
<p><u>Second priority:</u></p> <p>Children who are recommended by the Director of Children and Young Peoples Service, including children in the care of a local authority, or by the appropriate designated medical officer.</p>	<p><i>Note: we will only consider applications in this category if they are supported by a recommendation from a doctor, social worker or other appropriate professional which sets out the particular reason(s) why the school in question is the most suitable school and the difficulties that would be caused if the child had to attend another school.</i></p>
<p><u>Third priority:</u></p> <p>Children from homes with poor housing conditions or overcrowding, or from a background which could affect the child's normal educational development.</p>	<p><i>Note: this should be supported by the recommendation of a doctor, social worker or other appropriate professional.</i></p>
<p><u>Fourth priority:</u></p> <p>Children within the normal area of the school, giving priority to the oldest children first.</p>	
<p><u>Fifth priority:</u></p> <p>Children from outside the school's normal area, giving priority to those whose home is nearest to school first.</p>	

**2016/17
CO-ORDINATED ADMISSION
ARRANGEMENTS**

Introduction

The aim of the North Yorkshire Coordinated Primary and Secondary School Admissions Scheme is to provide an open and fair way for considering parental preferences for admission to schools. Our scheme complies with current legislation relating to school admissions and with advice contained in the Department for Education 2012 School Admissions Code.*

The scheme is reviewed annually and is designed to ensure that every child living in North Yorkshire, who is due to start at a North Yorkshire primary school, or transfer to junior or secondary school is offered a single school place on the same day. It aims to ensure that each parental preference is considered equally and parents receive a school place in accordance with their highest ranked preference which is available. This scheme applies to admissions in the normal round but not those that take place in-year. In-year admissions are those made during the academic year and applications for admission to age groups other than the normal year of entry.

North Yorkshire Local Authority will work with Community, Voluntary Controlled, Voluntary Aided, Foundation, Trust primary and secondary schools and Academies within North Yorkshire, to ensure the co-ordinated scheme operates as smoothly as possible for parents and we will work closely with our thirteen neighbouring authorities to ensure admission arrangements are co-ordinated. Our 13 neighbouring admission authorities, Voluntary Aided, Foundation, Trust schools and Academies are listed at Appendix 3 and Appendix 4.

After consideration of all parental preferences for all schools with reference to the order in which these are ranked, the Local Authority will notify parents living within North Yorkshire of the offer of one school place on behalf of all admission authorities operating within the co-ordinated admissions scheme.

The detailed arrangements and timetable for co-ordinating school admission with the separate arrangements for secondary and primary schools can be found at Appendices 1 and 2.

Arrangements for In Year admissions can be found at page 21 of this co-ordination document. This document is also available on our website at www.northyorks.gov.uk/admissions

The website includes information about:

- The operation of our admissions schemes for all North Yorkshire Community and Voluntary Controlled schools;
- The timescales and timetable for each admission process;
- The number of allocations made at each school in the previous academic year;
- The number of schools that were oversubscribed resulting in parental appeals and the numbers and outcome of these appeals. This information about allocations and appeals should help parents to assess realistically their likelihood of obtaining a place at their preferred schools.

*A new Admissions Code will be issued by the Department for Education on 19 December 2014

Co-ordination

1. The scheme does not affect the duty of the governing bodies of Academies, Voluntary Aided, Foundation and Trust schools to determine their own admissions policies.
2. The scheme does not apply to a looked after child, a previously looked after child or a child with a statement of Special Educational Needs/E.H.C. Plan naming the school in question.
3. We will receive information of children expressing preferences for our Community, Voluntary Controlled, Voluntary Aided, Foundation and Trust Schools and Academies from neighbouring Local Authorities, which we will process as part of our co-ordinated arrangements along with those for North Yorkshire children.
4. Parents requesting literature on Voluntary Aided, Foundation, Trust schools or Academies or non-North Yorkshire schools will be referred to the appropriate school or admissions authority. Where non-North Yorkshire parents complete our form in error we will forward it to their home authority.
5. We will receive complete ranked lists of all preferences from North Yorkshire Voluntary Aided, Foundation, Trust schools and Academies as well as lists from neighbouring Local Authorities of children to whom they can offer places. We will produce lists of children to whom we can offer places at our Community and Voluntary Controlled Schools. We will inform our neighbouring Local Authorities which of their children can and cannot be offered places at any of our schools.
6. Having received information from other admissions authorities we will allocate places to children living in our area according to the highest ranked preference for which a place is available.
7. Where we cannot meet any of the parental preferences expressed for a North Yorkshire child we will allocate a place at an alternative school with places available after all those preferencing the school have first been allocated a place. This may or may not be the local school and may be some distance from their home.
8. Supplementary Information Forms may need to be completed by parents applying for Voluntary Aided primary or secondary schools.

Admissions Co-ordination 2016

Secondary

North Yorkshire's co-ordinated admissions scheme applies to 5 Voluntary Aided Secondary Schools, 28 Community Secondary schools, 9 Academies and 1 Trust Secondary School.

Primary

1 Foundation Primary, 3 Academy, 48 Voluntary Aided Primary Schools and 261 Voluntary Controlled and Community Primary Schools, 5 Diocesan Authorities and 13 Neighbouring Authorities.

On line applications for school places can be made by logging on to our website at www.northyorks.gov.uk/primaryadmissions or www.northyorks.gov.uk/secondaryadmissions.

Applying for a Primary, Infant, Junior or Secondary School Place

9. Parents can list up to 5 schools in order of preference. Parents should consider including their local school as one of their preferences because if we are unable to meet a higher preference and their normal area school is oversubscribed, we will give children a place at the nearest school with places available which may be some distance from their home.
10. If parents name a school other than their normal area school, they will normally be responsible for transport.

Late Applications

11. Any Common Application Form for school places received after the closing date of 31 October 2015 for secondary schools and 15 January 2016 for primary schools will be considered as a late application unless a reason has been provided that is acceptable to us as the admission authority. Late applications whose reasons have been agreed will be considered along with applications received on time.
12. Applications received after 1 March 2016 for secondary schools or 18 April 2016 for primary schools will be co-ordinated using the same arrangements and criteria as previous applications. The offer of a school place will be made in accordance with our

agreed and published scheme. However applications received after the first day of the school year will be considered as in-year applications.

13. No changes can be made to applications for secondary schools after the 25 January 2016 and to primary applications after 17 March 2016. This includes any changes of address. Any applications received after these dates will only be processed after the allocations dates i.e. 1 March 2016 for secondary applications and the 18 April 2016 for primary applications.

The Offer of a Place

14. No places will be held in reserve for any school.
15. We will contact all parents of North Yorkshire children on 1 March 2016 for Secondary Schools and on the 18 April 2016 for Primary, Infant and Junior Schools, notifying them of the single school place allocated to their child or children.
16. The place offered could be at one of our Community or Voluntary Controlled schools, Voluntary Aided, Foundation, Trust schools or Academies within North Yorkshire or a school in an area served by another Local Authority.

Appeals

17. Where we have been unable to offer a school place listed as a higher preference, parents will be offered the statutory right of appeal against the decision.
18. In such circumstances the offer letter will give the reasons why we have been unable to allocate their other stated preferences. Where the statutory right of appeal is the responsibility of North Yorkshire Local Authority (LA) we will inform the parents where the appeal forms can be located on the NYCC website.
19. Where the responsibility is that of another admissions authority, we will advise parents to contact them to confirm appeal arrangements.
20. Where the LA have multiple appeals for one school these will be grouped appeals unless the authority decides that this would not be appropriate.
21. Parents who have been refused a place at a North Yorkshire school by their home authority will be informed that they should contact us to discuss the appeals process.
22. The outcome of successful admission appeals will lead to further modifications to the original allocation. These changes must again be communicated to other admission authorities (and theirs to us) to enable all authorities to make final adjustments to the allocation.
23. Once appeals have been completed we will communicate with all the schools within our boundary to ensure that they have a correct and up-to-date allocation list.

Waiting Lists

24. A waiting list will be maintained for all oversubscribed Community, Voluntary Controlled, Voluntary Aided, Foundation, Trust Schools and Academies until 31 December 2016. Each child added will require the list to be ranked again in line with the published oversubscription criteria
25. The Local Authority requires the governing body of each, Voluntary Aided, Foundation, Trust School and Academy to update us when places become available unless the Local Authority are maintaining the schools waiting list on their behalf. The co-ordination regulations require that any offer of a school place must always be made by the Local Authority.
26. Where places become available they will be allocated from the waiting list in accordance with the published oversubscription criteria.
27. Where we are able to offer a place to a non-North Yorkshire child from the waiting list we will liaise with their home authority.

Secondary Transfer Scheme 2016/17

28. The secondary scheme enables parents living within North Yorkshire whose children are transferring to secondary school to complete a single application either on-line or in paper form.
29. The parents of Year 5 children who will be Year 7 in September 2016 will be informed by letter via their child's primary school that they will need to apply on line for a school place. They can express up to 5 preferences for admission to any Community, Voluntary Controlled, Voluntary Aided, Foundation, Trust schools and Academies both within North Yorkshire and neighbouring Local Authority area, giving reasons for their preferences where appropriate.
30. Parents without internet access will be informed that they will need to contact the admissions team for a paper copy of the common application form to enable them to apply for a school place for their child.
31. Parents will be informed that supplementary information may also be requested by Voluntary Aided or non-North Yorkshire schools, in order for the school to apply their oversubscription criteria.
32. Common application forms will be required for all transfers at Year 7 as well as transfers to schools who admit children in Year 10.
33. Parents must return their applications by the closing date of 31 October 2015. Every effort is made by the admissions team to ensure that applications are received by the closing date.

34. Parents will not be allowed to change their preferences after 31 October 2015 without a reason that is acceptable to us as the admissions authority. Learning that the child is suitable or not suitable for a selective school will not be considered as an acceptable reason for a change of preference.
35. Parents who wish their children to attend independent schools will be encouraged to tell us. However independent schools are not included in the co-ordinated arrangements. These parents may also wish to apply for a place at a North Yorkshire school.
36. If parents living outside of North Yorkshire enquire about our schools they will be directed to the North Yorkshire County Council website. Parents will be advised to complete a common application form for their home authority.
37. On the common application form parents will need to provide their child's name and residential address. The address provided must be where the child lives permanently. If residency is split, the address provided should be the place where the child lives for the majority of the time. If residency is split equally between two parents, they can nominate the address they wish to use for the allocation of a school place. Confirmation and agreement in writing by both parents will be required.
38. The offer of a single school place will be made on 1 March 2016 and allocation e mails will be sent on that date where requested. For those requesting a letter, these will be sent on that date by second class post.
39. We will offer a place at a North Yorkshire school even if parents have not completed a common application form because we have a duty to ensure a school place is available for every North Yorkshire child.
40. Parents who do not wish to accept a place at a school offered to them must notify the admission authority as soon as possible advising the LA of the alternative provision that is being made. Without this information the place will remain allocated.
41. The timetable for secondary school admissions is attached as Appendix 1 of the Co-ordinated Admissions Arrangements, Secondary Transfer 2016/17.

Selection

42. There are 3 selective grammar schools within North Yorkshire; one of which is a Voluntary Aided boys' school, one a mixed co-educational school and one a girls' school which has Academy Trust status. In addition there are 3 non selective schools in the selective areas of the County.
43. If a child is entered for selection testing, parents must make sure that they name the selective school they would like them to go to on the common application form.

Skipton Selection

44. Places will normally be provided at Ermysted's Grammar School for boys who are deemed suitable for a grammar school education in accordance with the Local Authority's selection scheme and who live in the area served by the primary schools in Beamsley, Bradley, Burnsall, Carleton, Cracoe, Embsay, Gargrave, Grassington, Kettlewell, Kirkby-in-Malhamdale, Skipton, Thornton-in-Craven and Threshfield. Ermysted's Grammar School is a selective grammar school that offers education to boys aged 11 to 18. . Children can only be admitted to Skipton Girls' High School and Ermysted's Grammar School if they have been deemed suitable for a grammar school education. The local authority administers the published selection scheme for boys in the Skipton area.
45. All boys living and attending schools within the area served by the Ermysted's Grammar School will be invited to sit the selection tests. Parents will be required to return a reply slip confirming their attendance or not.
46. The governing bodies of Ermysted's Grammar School (Voluntary Aided) and Skipton Girls' High School (Academy Trust) are responsible for applying their own admissions policies and the Local Authority applies its published co-ordinated admissions arrangements on behalf of these schools.
47. Skipton Girl's High School is a selective grammar school that offers education to girls aged 11 to 18 who are deemed suitable for a grammar school education in accordance with their selection scheme.
48. The Skipton Academy is a non-selective Academy and Upper Wharfedale School is a non-selective secondary school in a selective area offering education for children aged 11 to 16.

Ripon Selection

49. Places will normally be provided at Outwood Academy Ripon and Ripon Grammar School for children who live in the City of Ripon together with the parishes of Aldfield, Azerley, Bishop Monkton, Bridge Hewick, Burton Leonard, Copt Hewick, Eavestone, Givendale, Grantley, Grewelthorpe, Hutton Conyers, Kirkby Malzeard, Laverton, Lindrick, with Studley Royal and Fountains, Littlethorpe, Markenfield Hall, Markington-with-Wallerthwaite, Newby-with-Mulwith, North Stanley with Sleningfird, Sawley, Sharow, Skelding, Skelton, Studley Roger and Winksley.
50. Outwood Academy Ripon is a non- selective Academy in a selective area offering education for children aged 11 to 18. Ripon Grammar School is a selective grammar school that offers an education for children aged 11 to 18. Children can only be admitted to Ripon Grammar School if they have been deemed suitable for a grammar school education, in accordance with the local authority selection scheme. The local authority administers both the published selection scheme and the allocation of school places at Ripon Grammar School as it is a Community School. The Local Authority will apply its published co-ordinated admission arrangements on behalf of both Outwood Academy Ripon and Ripon Grammar School.
51. All children living and attending schools within the area served by the Ripon schools will be invited to sit the selection tests. Parents will be required to return a reply slip confirming if their child will be attending or not.

Selection tests

52. Tests for all forms of selection must be clear and objective and give an accurate reflection of the child's ability or aptitude, irrespective of sex, race or disability. It is for the admission authority to decide the content of the test, providing that the test is a true test of aptitude or ability.
53. The results of these selection tests are used to identify the highest scoring 28% or as close as possible of Year 6 children who live in the Ripon selective area and the highest scoring 28% or as close as possible of Year 6 boys who live in the Skipton selective area. This procedure sets the cut-off mark in each selective area and sets the standard which children in Ripon and boys in Skipton must reach, to be deemed suitable for grammar school education in their local selective area.
54. For us to consider children who live outside the selective area to be deemed suitable for a grammar school education at Ripon Grammar School or Ermysted's Grammar School, they must reach the cut-off mark which is set by the performance of the children who live in the selective area, as explained above.
55. There is no guarantee that children who reach the cut off mark in the selection tests will be allocated a place at a Grammar School. If the school is oversubscribed with children who are deemed suitable for a Grammar School education, places will be allocated using the published oversubscription criteria.
56. The Local Authority ensures that parents are aware that meeting the academic requirements for entry to Ripon Grammar School and Ermysted's Grammar School is not, in itself, a guarantee of a Grammar School place.
57. If a child is refused a place at the school on 1 March 2016, which is the national offer date, parents will be offered their statutory right of appeal for a place at the school.
58. The School Admissions Code 2012*states that local authorities should take all reasonable steps to inform parents of the outcome of selection tests before the closing date for secondary applications on 31st October so as to allow parents time to make an informed choice of school.
59. The Local Authority must ensure that tests are accessible to children with special educational needs and disabilities, having regard to the reasonable adjustments for pupils with a disability required under equalities legislation.

Selection Testing 2016/17

60. Selection testing will take place during September 2015 and the results of selection testing will be sent out to parents on 16 October 2015.

*A new Admissions Code will be issued by the Department for Education on 19 December 2014

Primary Transfer Scheme 2016/17

61. The primary scheme enables parents living within North Yorkshire to complete a single application either on-line or in paper form listing up to five preferences for admission to any primary, infant or junior schools both within North Yorkshire and neighbouring Local Authority areas, giving reasons for their preferences where appropriate.
62. Parents without internet access will be able to contact the Local Authority for a common application form to enable them to apply for a primary school place for their child.
63. If parents list a Voluntary Aided school as a preference the school may request supplementary information in order for them to apply their oversubscription criteria.
64. Parents must complete the common application forms by the deadline of 15 January 2016. Every effort is made by the admissions team to ensure that applications are received by the closing date.
65. Parents will not be allowed to change their preferences after 15 January 2016 without a reason that is acceptable to us as the admissions authority.
66. Parents who wish their children to attend an independent school will be encouraged to tell us. However independent schools are not included in the co-ordinated arrangements. These parents may also wish to apply for a place at a North Yorkshire school.
67. If parents living outside of North Yorkshire enquire about our schools they will be directed to the North Yorkshire County Council website. Parents will be advised to complete a common application form for their home authority.
68. On the common application form parents will need to provide their child's name and residential address. The address provided must be where the child lives permanently. If residency is split between two parents, the address used must be the address where the child lives for the majority of the time. If residency is split equally between two parents, they can nominate the address they wish to use for the allocation of a school place.
69. For primary school applications, all offers must be made on the 18 April 2016.
70. Parents who do not wish to accept a place at a school offered to them must notify the admission authority within 10 working days of the offer being made.
71. Appeals will usually be heard for first admission to schools in June and July of 2016

Appendix 1

North Yorkshire Local Authority

Secondary, Community, Voluntary Controlled, Aided, Foundation, Trust Schools and Academies Timetable 16/17

Date	Activity
July 2015	Parents informed by letter from the LA via child's primary school to apply on-line and details are provided. Parents without internet access to contact the LA for information.
14 August 2014	Closing date for withdrawal of children who are automatically entered for selection testing. Closing date for applications for children who are not automatically entered for selection.
September 2015	Proposed selection testing date for Skipton and Ripon for all children. (to be confirmed)
16 October 2015	Results of selection testing posted to all parents.
31 October 2015	Closing date for return of secondary Common Application Forms.
13 November 2015	Neighbouring Local Authorities to send us details of children in their area who have expressed preferences for schools in North Yorkshire. We send details of children expressing preferences for schools in other Local Authority areas to those authorities for consideration.
20 November 2015	Details of all children who have expressed preferences for North Yorkshire Academies, Voluntary Aided, Foundation and Trust schools to the schools for consideration.
8 January 2016	Information to be returned to us by Voluntary Aided, Foundation and Trust schools on which places they can allocate.
18 January 2016	Send first round of allocation information to other authorities identifying potential offer(s).
1 February 2016	Confirmation of allocations with neighbouring admission authorities including Academies, Voluntary Aided, Foundation and Trust schools.
1 February 2016	Input information from first cycle of exchange of allocation information.
8 February 2016	Second allocation cycle preference information sent to other authorities
15 February 2016	Input allocation information from second cycle and send final allocation information to other authorities of school place offers to be made
18 February 2016	Input final allocation preference information and produce final allocation letters.
1 March 2016	Allocation Day. Send out allocation information to all parents applying for a school place. Inform schools of final allocation.
April 2016 to July 2016	Statutory admission appeals.
16 March 2016 to 31 August 2016	Manual adjustments to allocation and communicating those results to other authorities.
31 December 2016	Closure of waiting lists.

Appendix 2

North Yorkshire Local Authority

Primary for Aided, Community, Voluntary Controlled and Foundation Schools Timetable 2016/17

Date	Activity
September 2015	Information for parents and common application forms are available on the NYCC website for North Yorkshire parents. Parents without internet access to contact the LA for information.
15 January 2016	Closing date for the return of Common Application Forms.
25 January 2016	Neighbouring Local Authorities to send us details of children in their area who have expressed preferences for schools in North Yorkshire (depending on their timetables). We send details of children expressing preferences for schools in other Local Authority areas to those authorities for consideration.
1 February 2016	The education office send out details of all children who have expressed preferences for North Yorkshire Voluntary Aided, Academy, and Trust schools to the schools for consideration.
12 February 2016	Information to be returned to us by Voluntary Aided, Academy and Trust schools on which places they can allocate.
10 March 2016	Send first round of allocation information to other authorities identifying potential offer(s).
17 March 2016	Input information from first cycle of parental preferences.
24 March 2016	Send second allocation cycle information to other authorities
31 March 2016	Input preference information from second cycle and send final allocation information to other authorities.
18 April 2016	Send out allocation information to all North Yorkshire parents. Inform schools of final allocations.
June 2014 to July 2016	Statutory admission appeals.
3 May 2015 to 31 August 2016	Manual adjustments to allocation and communicating those results to other authorities.
31 December 2016	Closure of waiting list.

Appendix 3

Primary Academy and Trust Schools

Great Smeaton Community
Primary School
Great Smeaton
Northallerton
DL6 2EQ Tel No 01609 881349

Thomas Hinderwell Primary Academy
Seamer Road
Scarborough
YO12 4HF Tel 01723 373110

Roseberry Academy
Roseberry Crescent
Great Ayton
Middlesborough
Cleveland
TS9 6EP Tel 01642 722883

Foundation School

Nun Monkton Foundation
Primary School
The Green
NUN MONKTON
York
YO26 8ER
Tel No: 01423 330313

Primary Voluntary Aided Primary Schools

All Saints C of E Primary School
Kirkby Overblow
HARROGATE
North Yorkshire
HG3 1HD
Tel No.01423 872491

All Saints RC Primary School
Green Lane East
THIRSK
North Yorkshire
YO7 1NB
Tel No. 01845 523058

Austwick C of E (VA) Primary
School
AUSTWICK
Lancaster
LA2 8BN
Tel No. 015242 51366

Barkston Ash Catholic Primary School
London Road
Barkston Ash
TADCASTER
North Yorkshire
LS24 9PS
Tel No 01937 557373

St Mary's C of E Primary School
Bolton-on-Swale
Scorton
RICHMOND
North Yorkshire
Tel No. 01748 818401

Burneston C of E (VA) Primary School
BURNESTON
Bedale
North Yorkshire
DL8 6BP
Tel No. 01677 423183

Burnsall VA Primary School
BURNSALL
Skipton
North Yorkshire
BD23 6BP
Tel No. 01756 720273

Carleton Endowed School
Carleton
SKIPTON
North Yorkshire
BD23 3DE
Tel No. 01756 792910

Cawood C of E VA Primary
School
Broad Lane
CAWOOD
Selby
North Yorkshire
YO8 3SQ
Tel No. 01757 268368

Egton C of E VA Primary School
EGTON
Whitby
North Yorkshire
YO21 1UT
Tel No. 01947 895369

Horton in Ribblesdale C of E VA
Primary School
HORTON-IN-RIBBLESDALE
Settle
North Yorkshire
BD24 0EX
Tel No. 01729 860282

Kirkby in Malhamdale United VA
Primary School
KIRKBY MALHAM
Skipton
North Yorkshire
Tel No. 01729 830214

Long Preston Endowed VA
Primary School
School Lane
LONG PRESTON
Skipton
North Yorkshire
BD23 4PN
Tel No. 01729 840377

Burnt Yates C of E Primary School
Burnt Yates
HARROGATE
North Yorkshire
HG3 3RW
Tel No. 01423 770586

Carlton and Faceby C of E VA Primary School
CARLTON-IN-CELEVELAND
Middlesbrough
Cleveland TS9 7BB
Tel No. 01642 712340

Dacre Braithwaite Cof E Primary
School
SUMMERBRIDGE
Harrogate
North Yorkshire
HG3 4AN
Tel no. 01423 780285

Farnley C of E VA Primary School
Farnley Lane
FARNLEY
Otley
West Yorkshire
LS21 2QJ
Tel No. 01943 463306

Ingleby Arncliffe C of E VA Primary School
INGLEBY ARNCLIFFE
Northallerton
North Yorkshire
DL6 3NA
Tel No. 01609 882432

Kirkby & Great Broughton C of E VA Primary
School
KIRKBY-IN-CLEVELAND
Middlesbrough
TS9 7AL
Tel No. 01642 714707

Marton cum Grafton C of E VA
Primary School
Reas Lane
MARTON-CUM-GRAFTON
York
YO51 9QB
Tel No. 01423 322355

Masham C of E VA Primary
School
1 Millgate
MASHAM
Ripon
North Yorkshire
HG4 4EG
Tel No. 01765 689200

Michael Syddall C of E (Aided) Primary School
Mowbray Road
CATTERICK VILLAGE
Richmond
North Yorkshire
DL10 7LH
Tel No. 01748 818485

Middleham C of E Aided School
Park Lane
MIDDLEHAM
Leyburn
North Yorkshire
DL8 4QX
Tel No. 01969 623592

Rathmell C of E (VA) Primary School
Hesley Lane
RATHMELL
Settle
North Yorkshire
BD24 0LA
Tel No. 01729 840360

Richard Taylor C of E Primary
School
Bilton Lane
HARROGATE
North Yorkshire
HG1 3DT
Tel No. 01423 563078

Ripon Cathedral CE Primary
School
Priest Lane
RIPON
North Yorkshire
HG4 1LT
Tel No. 01765 602355

Sacred Heart RC Primary School
Broomfield Avenue
NORTHALLERTON
North Yorkshire
DL7 8UL
Tel No. 01609 780971

St Benedict's RC Primary School
Back Lane
AMPLEFORTH
York
YO62 4DE
Tel No. 01439 788340

St George's RC Primary School
Overdale Road
Eastfield
SCARBOROUGH
North Yorkshire
YO11 3RE
Tel No. 01723 58353

St Hedda's RC Primary School
EGTON BRIDGE
Whitby
North Yorkshire
YO21 1UX
Tel No. 01947 895361

St Hilda's RC Primary School
Waterstead Lane
WHITBY
North Yorkshire
YO21 1PZ
Tel No. 01947 603901

St Joseph's Catholic Primary
School
Colber lane
BISHOP THORNTON
Harrogate
North Yorkshire
HG3 3JR
Tel No. 01423 770083

St Joseph's Catholic Primary School
Coppice Rise
HARROGATE
North Yorkshire
HG1 2DP
Tel No. 01423 562650

St Joseph's Catholic Primary
School
Swainsea Lane
PICKERING
North Yorkshire
YO18 8AR
Tel No. 01751 473102

St Joseph's Catholic Primary School
Station Road
TADCASTER
North Yorkshire
LS24 9JG
Tel No. 01937 832344

St Martin's C of E VA Primary
School
Holbeck Hill
SCARBOROUGH
North Yorkshire
YO11 3BW
Tel No. 01723 360239

St Mary's Catholic Primary School
Tentergate Road
KNARESBOROUGH
North Yorkshire
HG5 9BG
Tel No. 01423 867038

St Mary's RC Primary School
Highfield Road
MALTON
North Yorkshire
YO17 7DB
Tel No. 01653 692274

St Mary's RC Primary School
Cross Lanes
RICHMOND
North Yorkshire
DL1 7DZ
Tel No. 01748 821124

St Mary's Catholic Primary
School
Baffam lane
SELBY
North Yorkshire
YO8 9AX
Tel No. 01757 706616

St Peter's C of E VA Primary School
BRAFFERTON
Helperby
York
YO61 2PA
Tel No. 01423 360250

St Peter & St Paul RC Primary
School
Richmond Road
LEYBURN
North Yorkshire
DL8 5DL
Tel No. 01969 622351

St Peter's RC Primary School
North Leas Avenue
SCARBOROUGH
North Yorkshire
YO12 6LX
Tel No. 01723 372720

St Robert's Catholic Primary
School
Ainsty Road
HARROGATE
North Yorkshire
HG1 4AP
Tel No. 01423 504730

St Stephen's Catholic Primary School
Gargrave Road
SKIPTON
North Yorkshire
BD23 1PJ
Tel No. 01756 793787

St Wilfrid's Catholic Primary
School
Church lane
RIPON
North Yorkshire
HG4 2ES
Tel No. 01765 603232

Swainby and Potto C of E VA Primary School
Claver Close
SWAINBY
Northallerton
North Yorkshire DL6 3DH
Tel No. 01642 700518

Terrington C of E VA Primary
School
TERRINGTON
York
YO60 6NS
Tel No. 01653 6483340

The Boyle & Petyt Primary School
Harrogate Road
BEAMSLEY
Skipton
North Yorkshire
BD23 6HE Tel No. 01756 710378

Appendix 4

Our thirteen neighbouring admission authorities, Voluntary Aided, Academies, Foundation and Trust secondary schools are listed below:

Academies/ Trust Secondary Schools:

Skipton Girls' High School
Gargrave Road
Skipton
North Yorkshire, BD23 1QL Tel. 01756
707600

South Craven School
The Technology & Engineering College
Holme Lane
Cross Hills, Keighley
West Yorkshire, BD20 7RL Tel. 01535
632861

George Pindar Community Sports College
Eastfield,
Scarborough
YO11 3LX Tel. 01723 582194

St Aidan's C of E High School
Oatlands Drive
HARROGATE
North Yorkshire
HG2 8JR Tel 01423 885814

Norton College
Langton Road
Norton
Malton
YO17 9PT Tel. 01653 693296

Rossett School
Green Lane
Harrogate
HG2 9JP Tel. 01423 564444

Harrogate Grammar School
Arthurs Avenue
Harrogate
HG2 0DZ Tel. 01423 531127

Harrogate High School
Ainsty Road
Harrogate
HG1 4AP Tel. 01423 548800

Outwood Academy Ripon
Clotherholme Road
Ripon
HG4 2DE Tel. 01765 604564

The Skipton Academy
Gargrave Road
Skipton
BD23 1UQ Tel. 01756 792965

Voluntary Aided Secondary Schools

Holy Family Catholic High School
Longhedge Lane,
CARLTON
Goole
East Yorkshire
DN14 9 NS
Tel No. 01405 860276

St Augustine's RC School
Sandybed Lane
Off Stepney Hill
Scarborough
North Yorkshire
YO12 5LH
Tel No. 01723 363280

St Francis Xavier School
Darlington Road
RICHMOND
North Yorkshire
DL10 7DA
Tel No. 01748 823414

St John Fisher Catholic High
School
Hookstone Drive
HARROGATE
North Yorkshire
HG2 8PT
Tel No. 01423 887254

Ermysted's Grammar School
Gargrave Road
SKIPTON
North Yorkshire
BD23 1PL
Tel No. 01756 792186

Appendix 5

Neighbouring Local Authorities

Bradford

Pupil Access Manager
Education Bradford
Future House, Bolling Road
BRADFORD
BD4 7EB
Tel No: 01274 385604

Cumbria

Corporate Director – Pupils Services
5 Portland Square
CARLISLE
CA1 1PU
Tel No. 01228 606877

Darlington

Pupils's Information Service
Town Hall,
Feethams
DARLINGTON
L1 5QT Tel No. 01325 380651

Doncaster

Director of Education and Culture
Admissions and Pupil Services
The Council House
College Road
DONCASTER DN1 3AD
Tel No. 01302 737204/727234

Durham

School Admissions
Education Offices
County Hall
DURHAM
DH1 5UJ
Tel No. 0191 383 3115

East Riding of Yorkshire

Admissions Team
Pupils, Family & Adult Services
County Hall,
BEVERLEY
HU17 9BA
Tel No.01482 392130/392131/392132

Lancashire

Director of Education
PO Box 61,
County Hall
PRESTON
PR1 0LD
Tel No. 01772 254868

Leeds

Admissions & Transport Team
Leeds Education
10th Floor West
Merrion House
LEEDS LS2 8DT
Tel No. 0113 2475729

Middlesbrough

Corporate Director, Families and
Learning
Middlesbrough Council
PO Box 69, First Floor
Vancouver House
Gurney Street
MIDDLESBROUGH
TS1 1 EL
Tel No. 01642 728092

Redcar and Cleveland

School Admissions
Redcar and Cleveland Borough
Council, Council Offices
PO Box 83, Kirkleatham Street
REDCAR
TS10 1YA
Tel No. 01642 444108

Stockton on Tees

School Admissions
Stockton-on-Tees Borough
Council
PO Box 228,
Municipal Buildings, Church Road
STOCKTON ON TEES
TS18 1XE
Tel No. 01642 526605

Wakefield

School Admissions
County Hall,
WAKEFIELD
WF1 2QL
Tel No. 01924 305616/305617

York

Education Access Team
Learning, Culture and Pupil
Services
City of York Council
Mill House
North Street
YORK YO1 6JD
Tel No. 01904 554248/554239

CO-ORDINATED ADMISSION ARRANGEMENTS

PRIMARY & SECONDARY IN-YEAR ADMISSIONS 2016/17

Introduction

1. In-year admissions are those which occur outside of the normal admissions round. The normal admissions round refers to admissions which admit children into infant, junior, primary, middle or secondary school in the first year of entry. These applications become in-year if they are submitted on or after the first day of the first school term of the admission year.
2. There is no requirement for Local Authorities to co-ordinate in-year applications from the offer year 2014/15 and all subsequent years but they must provide information on their website to show how in-year applications can be made and will be dealt with. Local Authorities must, on request, provide information to a parent about the places available in all schools within its area. A preference form should be completed by parents when applying for a school place for their child at any Community or Voluntary Controlled school within North Yorkshire. A preference form will also need to be completed for any Voluntary Aided, Foundation, Trust primary and secondary schools and Academies that have agreed North Yorkshire Local Authority will continue co-ordinating in-year admissions on their behalf. Any parent can apply for a place for their child at any time to any school.
3. In determining applications for school places outside the normal admissions round, whether in-year or at the start of a school year which is not a normal point of entry to the school, admission authorities must comply with parental preference unless the published oversubscription criteria or one of the statutory reasons for refusing admission applies.
4. All applications outside of the normal admissions round for Community, Voluntary Controlled and any Voluntary Aided, Foundation, Trust, primary and secondary schools and Academies that have agreed to continue co-ordinating with North Yorkshire Local Authority will be processed and if applicable offered by the Local Authority. Schools that are their own admission authority and are not continuing to co-ordinate in-year admissions with North Yorkshire Local Authority must communicate the availability of places to the Local Authority when requested and must, when in receipt of an in-year application notify the Local Authority of both the application and its outcome. The Admission Authority must also inform parents of their right to appeal against the refusal of a school place.
5. The in-year co-ordinated scheme does not apply to a looked after child, a previously looked after child or a child with a statement of Special Educational Needs naming the school in question, as these children must be admitted.
6. Each Local Authority must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that, outside the normal admissions round, unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. There is no duty for Local Authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.
7. Parents who do not wish to accept a place at a school offered to them must notify the admission authority within 2 weeks of the offer being made.

Applying for a school place

8. North Yorkshire Local Authority in-year preference forms should be completed by parents living or moving into North Yorkshire requesting a place at any North Yorkshire primary or secondary school. Proof of residency may be required.
9. If a child already attending a North Yorkshire school wishes to transfer to another school, parents should, in the first instance discuss the transfer with the current school that the child attends.
10. Where UK passport holders or EU passport holders apply for a school place whilst living abroad, the application will be processed whilst they are still abroad up to 6 weeks in advance of the requested start date. For non EU residents applications will be processed on their arrival in the UK. Exceptions to this would be when an application is received from a forces family which is accompanied by a posting order/assignment order or an official letter that declares a relocation date and a unit postal address or an area address. We would accept a UK address from parents living abroad if they have an address in the UK and they can provide proof that they lived at that address immediately prior to their move abroad and will be returning to that same property.
11. When we receive an in-year preference form from a parent living in North Yorkshire requesting any North Yorkshire school, we will process the form by attempting to comply with the parent's highest ranked preference of school. We will liaise with the school listed as their highest preference.
12. If we are able to allocate the highest ranked preference on the form we will send an offer of that school place to the parent. If we are unable to allocate a place we will offer the statutory right of appeal and will then consider other schools listed in order of preference and will offer a place at one of those schools if possible. If we are unable to do so we will again offer parents the statutory right of appeal or ask that the governors of Voluntary Aided, Foundation or Trust schools who have agreed for North Yorkshire Local Authority to co-ordinate in-year admissions do so. Parents can appeal for a place at an Academy and would need to contact the Local Authority for information on how to do so.
13. When we receive a request for a place in the normal year of entry if the school is oversubscribed a waiting list will be maintained by the relevant admission authority until 31 December 2016.
14. We require a reply within 5 working days from schools informing us if they are able to accommodate additional children. If they are oversubscribed we will offer parents the statutory right of appeal.
15. Voluntary Aided schools may require parents to complete a supplementary information form available from the school before a school place can be considered.
16. If parents name a school other than their normal area school, they will normally be responsible for transport.

North Yorkshire County Council
Children & Young People's Service

In-Year Fair Access Protocol
September 2014

1.0 The Education and Inspections Act 2006 introduced a requirement for each local authority to have in place an In-Year Fair Access Protocol (IYFAP). Further guidance of this requirement is provided in the School Admissions Code 2012, particularly paragraphs 3.9 to 3.23.

Other guidance issued by the Department for Education is located in Fair Access Protocols, Principles and Process, Departmental Advice issued November 2012. Within this guidance it confirms that:

- Schools (including Academies) should work together collaboratively, taking into account the needs of the child and those of the school. There is no duty to comply with parental preference when allocating places through the Protocol but it is expected the wishes of the parents are taken into account.
- Fair Access Protocols should not be used as a means to circumvent the normal in-year admissions process. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal when a place is not offered.

Each local authority must have a Fair Access Protocol, agreed with the majority of schools in its area, which sets out how, outside the normal admissions round, schools in the area will admit their fair share of children with challenging behaviour, children excluded from other schools and children who arrive outside the admissions round who may have difficulty securing a school place. In these circumstances, admission authorities may, if necessary, admit above their published admission number (PAN).

1.1 All admission authorities must participate in the In Year Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly and that no school takes more than its share of children with challenging behaviour. **There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the In Year Fair Access Protocol.**

2.0 Purpose of Protocol

2.1 The operation of In Year Fair Access Protocols is outside the arrangements triggered when a parent of an eligible child has not secured a place under in-year admission procedures, even following the outcome of an appeal. The purpose of the protocol is:

2.2 To ensure that for in year admissions (i.e. outside of the normal admissions round) children are admitted to a suitable school as quickly as possible.

2.3 To encourage the equitable distribution of children needing to be admitted in year so that no school is overburdened.

3.0 To Which Groups of Children does the Protocol Apply?

3.1 The list of children to be included in an In Year Fair Access Protocol includes the following children of compulsory school age who may have difficulty securing a school place. The following are a minimum required by the School Admissions Code:-

- Children involved in the criminal justice system or supported by a Pupil Referral Service (PRS) who need to be reintegrated into mainstream education;
- Children who have been out of education for 2 months or more;
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- Children who are homeless;
- Children with unsupportive family backgrounds for whom a place has not been sought;
- Children who are carers; and
- Children with special education needs /disabilities SEND) or medical conditions (but without a statement of SEN/EHC Plan).

The following groups of children have been agreed with the majority of schools in the area.

- Children permanently excluded from a school or children with fixed term exclusions exceeding 15 days in the current academic year;
- Children without a school place and with a history of serious attendance problems (i.e. less than 50%);
- Children looked after by a local authority.

3.2 It is important to emphasise that, **in the vast majority of cases, hard to place children in the above categories requiring a school place will continue to be admitted in accordance with the usual admission procedures, rather than through the protocol.**

3.3 Mid-year admissions, where a child is not considered hard to place, will be managed through the usual admission procedure in line with parental preference.

3.4 The protocol does not cover the admission of children with statements of SEN/EHC Plan which will continue to be managed through the statutory processes.

4.0 General Application of the Protocol

4.1 In each area of the County, at secondary level, a local behaviour and attendance (B&A) Collaborative panel including secondary Head teachers or their representatives will meet on a regular basis. All Collaboratives in North Yorkshire LA meet regularly: Hambleton and Richmondshire, Ryedale, Scarborough and Selby meet every fortnight and Harrogate, Craven and Whitby meet once a month.

4.2 A key purpose of the panel is to manage in year admissions where the protocol criteria apply.

4.3 No school should take more than its fair share of children with challenging behaviour.

- 4.4** All local partnership schools, including those who are their own admissions authority agree to admit at least 1 hard to place pupil in each year group per academic year. Collaborative panels will consider a 'weighting' for small secondary schools where the impact on small year groups may be considerable.
- 4.5** Schools will not insist on an appeal being heard before admitting a child under this protocol.
- 4.6** Schools will not refuse to admit a pupil who has been denied a place at that school at appeal, if the protocol identifies that school as the one to admit the child.
- 4.7** As part of the Collaborative arrangements for the admission of vulnerable pupils, the collaborative panel **may** ask the school listed as the highest preference on the parental preference form to hold a meeting on behalf of the Collaborative panel. The purpose of the meeting is to gather information about the pupil so that a referral form can be completed and an informed decision about the future placement of the pupil can be made at the next Collaborative panel meeting. This is not a pre-admission meeting but is a procedure used to ensure that vulnerable children and unplaced children are allocated a school place as soon as possible.
- 4.8** The panel must take account of any genuine concerns about an admission, for example a previous breakdown in the relationship between the school and the family, or a strong aversion to, or desire for the religious ethos of a school.
- 4.9** For a pupil to be placed at a North Yorkshire Grammar School in line with the In Year Fair Access criteria, he or she must also meet the academic criteria for that school.
- 4.10** **Schools must respond within the timescales specified in this protocol to requests for admission, so that the admission of the pupil is not delayed.**
- 4.11** Wherever possible, pupils with a religious affiliation should be matched to a suitable school. If the school with a religious affiliation has already taken a pupil under the protocol in that year group, then the pupil may be offered a place at a different school that doesn't have the religious affiliation.
- 4.12** Admissions agreed between schools under the scheme of Managed Moves do not count as places allocated under this protocol. The local authority will collate data on the two schemes separately and make the data available to panels on a regular basis.

5.0 Local Flexibility

- 5.1** Whilst working within the spirit of the protocol a local Collaborative panel must use discretion and judgement to achieve the best outcome for the child concerned and other children. For example, one school may have compelling reasons (agreed by the panel) for not admitting to a particular year group at that time. The school might therefore agree to make 2 places available in a different year group.

6.0 Monitoring Arrangements

- 6.1** All mid-year admissions under the protocol will be monitored by the local authority through the local Collaborative panel.

6.2 A local authority officer will chair all Collaborative Panels whenever possible; this will usually be the Educational Development Adviser: Behaviour & Attendance (B&A) for the area. A colleague from the Admissions team will attend the Collaborative meeting whenever possible.

7.0 Additional Support

7.1 Additional advice for schools admitting children under this protocol may be available from the local authority e.g. from the Education of Looked After Children team. This discussion should take place at the Collaborative meeting.

8.0 Timescales

8.1 All referrals under this protocol should be considered within these timescales;

As soon as possible, following the identification of the school which will admit the student, and within 3 school days, a panel representative will discuss admission and potential school(s) with the parent and pupil. It is expected that all parties will act with a sense of urgency to identify a school place for any child who has had difficulty securing one or who fall within the Fair Access Protocol.

Within 10 school days of a panel meeting, the identified school will invite the parent and the child or young person for an admissions meeting with the opportunity to view the school and formulate an integration plan.

The child should be admitted on roll and start attending the identified school within 15 school days.

8.2 The clerk to the collaborative panel will send a letter to the parents informing them of their child's planned admission to the agreed school.

9.0 Actions by Schools that Contravene the Agreement

9.1 Schools in the local partnership agree not to advise parents to:

- remove their child from school and find another school.
- remove their child from the roll of the school and voluntarily educate at home.

10.0 Transport

10.1 Free or assisted transport will be provided to enable a pupil to attend the school agreed by the panel if it is over two miles from home for primary age pupils and three miles from home for secondary pupils.

This arrangement currently applies to pupils permanently excluded from school.

11.0 Financial Procedures

11.1 Where a pupil is permanently excluded the excluding school must return any remaining Age-Weighted Pupil Unit (AWPU) and any Pupil Premium (PP) funding for that particular pupil to the local authority for transfer to the receiving school.

12.0 Cross Border Issues

12.1 The local authority will consult with neighbouring authorities over financial support and equity for pupils who meet the In Year Fair Access Protocol, and who attend school in one authority, and live in another.

NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE

September 2014

MANAGED MOVES

1.0 Introduction

This protocol takes into account the School Admissions Code 2012, particularly paragraphs 3.9 to 3.23 and guidance issued by the Department for Education for Fair Access Protocols, Principles and Process, Departmental Advice issued November 2012. The Code reflects legislative changes introduced by the Education and Inspection Act 2006. The underlying principles of the Act and the Code are to “promote fair access to educational opportunity, promote high standards and fulfilment of every child’s educational potential”.

This Protocol cannot override the statutory right of parent /carers to express a preference for any school and it does not change the parent /carer’s right to apply for places at another school. If that school has places, the Admission Authority has a statutory duty to comply with parental preference. If a parent /carer does not wish to consider a move under this protocol, they cannot be forced to do so.

In order for a protocol to operate effectively on a county wide basis it is necessary for all Headteachers and Governors of Academy, Community, Voluntary Controlled, Voluntary Aided, Foundation and Trust Schools to agree to accept decisions made in accordance with agreed in year fair access (IYFA) procedures.

Schools should agree to abide by the decision of their Collaborative Panel and acknowledge that being up to their published admission number does not preclude them from admitting a pupil. However, the school’s current circumstances and the previous number of managed moves into that school will always be taken into consideration.

2. A “managed move” is a transfer of a pupil from one school to another school. It may provide a fresh start for a pupil and may be a successful way of meeting the pupil’s needs. The Protocol on managed moves supports pupils who are vulnerable to repeat exclusion, disaffection and non-attendance as a result of social and emotional circumstances.

A managed move should be suggested as a last resort, an alternative to permanent exclusion, or when there has been a breakdown in relationship between the school and the family. A managed move must only be

considered when the current school feels that it has exhausted all possible options to meet the needs of the pupil.

Managed moves should not be used where:-

- A pupil is well advanced into Year 10 or in Year 11.
- A pupil is not accessing mainstream education or alternative provision.
- The proposed school has pupils with whom the moving pupil has a previous history of disruptive activity, either in or out of school.
- The current school is unable to evidence that every effort has been made to meet the needs of the pupil.
- The pupil is refusing to conform to the behaviour expectations of a school and there is no evidence that they will conform in a new school.

3. Managed Moves Protocol

- i) The current school should hold a meeting to discuss the needs of the pupil with the parent /carer(s). This will often be a review meeting or part of ongoing support within the framework of the Inclusion Passport, individual provision map or similar.
- ii) The meeting identifies that a fresh start in a new school is the best way to meet the pupil's needs. The rationale for a managed move must be recorded within the context of the agreed plan for the pupil and included in the Collaborative referral. The parent /carer(s) and pupil cannot be guaranteed a place at the proposed school at this point. However, the parents /carers and pupils views must be sought and written into the referral.
- iii) Where a pupil has a statement of special educational needs (SEN/ E.H.C. Plan), is looked after by the local authority, or where there is other support from for example health or care services, those services must be actively involved in review /planning meetings, prior to the managed move protocol.
- iv) The school considering a managed move for a pupil should complete a referral to the Collaborative Panel (hereafter 'the panel') which should be discussed at the next panel meeting. Parts A, B & C of the referral form must be completed in as much detail as possible. The parent /carer's written consent for the pupil to be discussed at the panel meeting must be obtained after seeing a copy of the full referral. Parent /carers and pupils must be made aware that a managed move is a trial move for 4 weeks (20 school days).
- v) The managed move will be discussed at the next Collaborative meeting and a new school identified. If the proposed school has reservations regarding the admission, those reservations should be discussed at the panel meeting. Any requests for support will be discussed at the panel meeting and the proposed move will be confirmed or rejected at the

panel meeting. The chair, usually the area education development adviser (EDA) for behaviour and attendance (B&A) and the panel will decide the ultimate outcome of requests for managed moves and the support requirements together with the PRS head teacher or teacher in charge of Ryedale Out Of School Education (ROOSE) /Whitby Outreach.

- vi) Discussions between the current school (school where the pupil is on roll) and identified new school (receiving school) can then take place to share information and ensure effective planning and provision. If a grammar school has been requested to become the receiving school then the pupil must meet the selection criteria.
- vii) Within 10 school days of the Collaborative Panel meeting, the Head teacher of the new school should invite parent /carers and the pupil into school to discuss expectations and admission arrangements. It may be appropriate to invite a representative from the Pupil Referral Service /ROOSE /Whitby Outreach, assessment and review officer (ARO) /Parent Partnership Officer, education social worker (ESW) and /or a member of the current school. If a member of the support services is not available, this should not delay the meeting.
- viii) Within 15 school days of the panel meeting, a start date at the new school should be agreed. With the agreement of the head teacher of a PRS /teacher in charge of ROOSE /Whitby Outreach, the provision offer may include part time attendance at the PRS or other provision managed by the PRS /ROOSE /Whitby Outreach.
- ix) The pupil should be attending the new provision within 20 school days of the panel meeting.
- x) The Clerk to the Collaborative must be informed by the current and receiving schools of a start date and will send a letter indicating the managed move arrangements to the parent /carer. (See Appendix 1)
- xi) A managed move will be reviewed after 4 weeks and the panel informed of progress and reconsideration of placement where appropriate. Review meetings can, however, take place at any time within the 4 weeks, particularly if there are concerns about the pupil's progress.
- xii) If the receiving school feels that, at any point in the managed move process, a fixed term exclusion should be used, then the head teacher of the original school must be informed and requested to administer the required paperwork.
- xiii) Successful managed moves will be reported to the Collaborative panel after the review; the pupil will then be removed from the roll of the original school and placed on the roll of the new school. If the pupil has a statement of SEN/E.H.C. Plan, the school must liaise with the LA

ARO at the original pupil review meeting. The pupil's original school and the receiving school must ensure that their database is changed in order to reflect the change of school. The clerk of the Collaborative Panel will confirm in writing to parent /carers that the new school has agreed admission onto their roll following a successful managed move. (See Appendix 2)

4. Actions by Schools that Contravene the Agreement

Schools in the Collaborative partnerships agree not to advise parents to:

- remove their child from school and find another school.
- remove their child from the roll of the school and voluntarily educate at home.

5. Support with the Managed Move

Pupils who transfer schools within the Managed Move Protocol are likely to have additional educational needs and can often be on the SEN register at school support. It is important, therefore, to consider the arrangements that should be made to assist the new placement to be successful. New arrangements should include any agency already working with the pupil. The school should make the commitment to continue with the support within the context of the new school or liaise with the appropriate person in that area to provide continuity for the pupil.

6. Transport

For managed moves and pupils who are hard to place, the Authority will apply the same principles for transport as it does in the case of pupils who are permanently excluded. The Authority will accept responsibility for the cost of transport to the school identified by the panel, provided that the school lies outside the relevant distances specified in the Authority's Home to School Transport Policy.

It is the responsibility of the head teacher of the original school to make parent /carers aware that the pupil will be expected to access the existing transport network, including public transport, if this meets the journey requirements. If the pupil at some future point is excluded from this transport because of their failure to adhere to the established code of conduct for acceptable behaviour, it will then become the parent /carers' responsibility to ensure that the pupil continues to attend school.

Best value policies will be adhered to wherever possible. The Authority will accept responsibility for the transport costs via a Collaborative cost code until the pupil reaches the end of Year 11. If the pupil is removed from the Collaborative panel agenda, due to the success of the managed move, it is

the responsibility of the receiving school to continue to organise transport, although the Collaborative panel will continue to fund this. If any changes are made to the transport arrangements for the pupil then this must be referred back to panel via the AOB /Business minutes. The Collaborative panel will review transport arrangements of pupils at least once a year and preferably at the meeting before the Easter holidays.

7. Pupils with a Statement of SEN/Education, Health and Care Plan

If the local authority receives a request for a managed move from a parent /carer or school for a pupil with a statement of SEN, the local ARO will liaise with parent /carers and school. A managed move must be the result of an interim review of the statement in accordance with legislative procedure, following which, the ARO will consult with the receiving school. The Head teacher must respond for a change of placement within 15 working days in accordance with the SEN Code of Practice (2014). At the end of the managed move trial period, any change of placement must be as a result of the amendment of the pupil's Education, Health and Care plan. All communication with school and parent /carers will be the responsibility of the ARO.

8. Financial Procedures

Where a managed move is agreed between all parties, it is anticipated that head teachers will consider, as part of the planning arrangements, the voluntary transfer of the proportion of the age weighted pupil unit (AWPU) and Pupil Premium (PP) where appropriate, which would have been deducted, if the route followed had been one of permanent exclusion. This would take place after the Collaborative panel confirms that the pupil is now on the roll of the new school.

9. Attendance and absence monitoring

During managed moves, the original school will maintain the pupil's registration. If the receiving school decides to accept the pupil on a permanent basis then the registration will transfer at that time. During the managed move, however, there is no method of indicating this situation in the receiving school. As the data collected during the census is used for future funding purposes, the inability to credit the receiving school is perceived as a disincentive to accept the pupil, often to the pupil's detriment. The financial arrangements between the schools are a matter for their mutual agreement (see para 8 above) but it is important to be able to identify pupils in this situation. It is recommended that for the duration of any managed move:

- The original school maintains the pupil's record with an Enrolment Status of "M" (Main dual-registration).
- The receiving school maintains the pupil's record with an Enrolment Status of "S" (Subsidiary dual-registration).

(See Appendix 3).

10. Monitoring Arrangements

All managed moves will be monitored by the LA through the local Collaborative panel. The managed move tables on the Collaborative Panel agenda will be amended accordingly so that all schools within each Collaborative Panel can see that managed moves are allocated to each school fairly, openly, transparently and appropriately.

Each Collaborative should arrange for a rolling programme of visits of representatives of the panel to all schools for quality assurance purposes.

Appendix 1: Managed Move Start letter

Appendix 2: Managed move change of roll letter

Appendix 3: Extract from DFE Secondary Census Guidance 2014

April 2014

DfE No. 815-	School	Published Admission Number 2015/16	Proposed Published Admission Number 2016/17
3000	Ainderby Steeple Church of England Primary School	15	15
3001	Aiskew, Leeming Bar Church of England Primary School	14	14
2150	Alanbrooke School	15	15
3616	All Saints Roman Catholic Primary School, Thirsk	14	14
3361	All Saints, Church of England School, Kirkby Overblow	15	15
2245	Alne Primary School	20	21
2242	Alverton Community Primary School	30	30
2246	Amotherby Community Primary School	25	25
2080	Applegarth Primary School	40	40
2301	Appleton Roebuck Primary School	15	15
2247	Appleton Wiske Community Primary School	14	14
3006	Arkengarthdale Church of England Primary School	8	8
3289	Askrigg Voluntary Controlled Primary School ²	12	7
2302	Askwith Community Primary School	13	13
3350	Austwick Church of England (V.A.) Primary School	10	10
3008	Bainbridge Church of England Primary and Nursery School	8	8
3009	Baldersby St. James Church of England Voluntary Controlled Primary School	8	8
3369	Barkston Ash Catholic Primary School	20	20
2400	Barlby Bridge Community Primary School	22	22
2401	Barlby Community Primary School	42	45
3223	Barlow Church of England Voluntary Controlled Primary School	12	12
2108	Barrowcliff Primary School ³	60	60
3133	Barton Church of England Primary School	11	11
2348	Beckwithshaw Community Primary School	14	14
3010	Bedale Church of England Primary School	47	47
3012	Bilsdale Midcable Chop Gate Church of England Voluntary Controlled Primary School	6	6
3226	Birstwith Church of England Primary School	12	12
3227	Bishop Monkton Church of England Primary School	15	15
3228	Bishop Thornton Church of England Primary School	8	8
3301	Bolton-on-Swale St Mary's Church of England Primary School	14	14
2309	Boroughbridge Primary School	40	40
2310	Bradleys Both Community Primary School	19	19
3231	Brayton Church of England Voluntary Controlled Primary School	60	60
2250	Brompton & Sawdon Community Primary School	10	10
2249	Brompton Community Primary School	22	22
3015	Brompton-on-Swale Church of England Primary School	30	30
2225	Broomfield School	35	35
2311	Brotherton & Byram Primary School	30	30
3337	Burneston Church of England (Voluntary Aided) Primary School	19	19
3352	Burnsall Voluntary Aided Primary School	12	12
3356	Burnt Yates Church of England Primary School	8	8
3232	Burton Leonard Church of England Primary School	10	10
2312	Burton Salmon Community Primary School	7	7
2387	Camblesforth Community Primary School	17	17
3354	Carleton Endowed School	20	21
3306	Carlton and Faceby Church of England Voluntary Aided Primary School	8	8
2252	Carlton Miniott Community Primary School	27	28
2314	Carlton-in-Snaith Community Primary School	28	28
2256	Castleton Community Primary School	8	8
2212	Catterick Garrison, Carnagill Community Primary School	30	30
2173	Catterick Garrison, Le Cateau Community Primary School	60	60
2189	Catterick Garrison, Wavell Community Infant School	72	72
2188	Catterick Garrison, Wavell Community Junior School	60	60
3355	Cawood Church of England Voluntary Aided Primary School	21	21
2224	Cayton Community Primary School	30	30
3233	Chapel Haddlesey Church of England Voluntary Controlled Primary School	7	7
3273	Christ Church Church of England Voluntary (Controlled) Primary School	20	20
3234	Clapham Church of England Voluntary Controlled Primary School ²	10	8
3150	Cliffe Voluntary Controlled Primary School	16	16
2167	Colburn Community Primary School	30	30
2316	Cononley Community Primary School	20	21
2317	Cowling Community Primary School	19	19

DfE No. 815-	School	Published Admission Number 2015/16	Proposed Admission Number 2016/17
3235	Cracoe and Rylstone Voluntary Controlled Church of England Primary School	7	7
3020	Crakehall Church of England Primary School	14	14
3021	Crayke Church of England Voluntary Controlled Primary School	13	13
3022	Croft Church of England Primary School	15	15
3357	Dacre Braithwaite Church of England Primary School	10	10
3025	Danby Church of England Voluntary Controlled School	10	10
2347	Darley Community Primary School	14	14
2165	Dishforth Airfield Community Primary School	15	15
3027	Dishforth Church of England Voluntary Controlled Primary School	12	12
2318	Drax Community Primary School	10	10
2164	Easingwold Community Primary School	45	45
2257	East Ayton Community Primary School	30	30
3030	East Cowton Church of England Primary School	8	8
3308	Egton Church of England Voluntary Aided Primary School ²	10	8
3236	Embsay Church of England Voluntary Controlled Primary School ²	30	29
3034	Eppleby Forcett Church of England Primary School	7	7
3153	Escrick Church of England Voluntary Controlled Primary School	17	17
2320	Fairburn Community Primary School	8	8
3632	Farnley Church of England Voluntary Aided Primary School	15	15
3154	Filey Church of England Voluntary Controlled Infant and Nursery School	76	76
2413	Filey Junior School ²	85	80
3237	Follifoot Church of England Primary School	9	9
3288	Forest of Galtres Anglican/Methodist Primary School	27	27
3039	Foston Church of England Voluntary Controlled Primary School	4	4
3266	Fountains Church of England Primary School	15	15
3238	Fountains Earth, Lofthouse Church of England Endowed Primary School	6	6
3139	Fylingdales Church of England Voluntary Controlled Primary School ²	18	16
3285	Gargrave Church of England Voluntary Controlled Primary School	18	18
2324	Giggleswick Primary School	13	13
3040	Gillamoore Church of England Voluntary Controlled Primary School	7	8
2117	Gladstone Road Primary School	120	120
2041	Glaisdale Primary School	8	8
2338	Glasshouses Community Primary School	10	10
2393	Glusburn Community Primary School ^{2 3}	48	45
2043	Goathland Primary School	7	7
3240	Goldsborough Church of England Primary School	12	12
3241	Grassington Church of England (Voluntary Controlled) Primary School	12	12
2426	Great Ayton, Roseberry Academy ¹	30/21	30/21
2327	Great Ouseburn Community Primary School	14	14
2047	Great Smeaton Community Primary School ¹	10	10
3242	Green Hammerton Church of England Primary School	17	17
3243	Grewelthorpe Church of England Primary School	10	10
3207	Gunnerside Methodist Primary School	7	7
3045	Hackforth and Hornby Church of England Primary School	6	6
3046	Hackness Church of England Voluntary Controlled Primary School	10	10
3244	Hambleton Church of England Voluntary Controlled Primary School	25	25
3245	Hampsthwaite Church of England Primary School	16	16
2328	Harrogate, Bilton Grange Community Primary School	48	48
2383	Harrogate, Coppice Valley Community Primary School	30	30
2329	Harrogate, Grove Road Community Primary School	40	40
2368	Harrogate, Hookstone Chase Community Primary School	40	45
2330	Harrogate, New Park Community Primary School	30	40
2376	Harrogate, Oatlands Community Junior School	75	75
2372	Harrogate, Pannal Community Primary School	45	60
2424	Harrogate, Saltergate Community Junior School ²	60	59
3247	Harrogate, St. Peter's Church of England Primary School	41	41
2332	Harrogate, Starbeck Community Primary School	50	50
2056	Hawes Community Primary School	15	15
3050	Hawsker cum Stainsacre Church of England Voluntary Controlled Primary School	12	12
2336	Hellifield Community Primary School	15	15
2236	Helmsley Community Primary School	24	24

DfE No. 815-	School	Published Admission Number 2015/16	Proposed Published Admission Number 2016/17
2402	Hemingbrough Community Primary School	30	30
2337	Hensall Community Primary School	18	18
3155	Hertford Vale Church of England Voluntary Controlled Primary School, Staxton	18	18
2305	High Bentham Community Primary School	25	25
3053	Hipswell Church of England Primary School	24	24
3284	Holy Trinity Church of England Infant School ²	70	65
3263	Holy Trinity Church of England Junior School ²	70	67
3358	Horton-in-Ribblesdale Church of England Voluntary Aided Primary School ²	10	8
3054	Hovingham Church of England Voluntary Controlled Primary School	8	8
3055	Huby Church of England Voluntary Controlled Primary School	16	16
2403	Hunmanby Primary School	30	30
2063	Hunton and Arrathorne Community Primary School	10	10
3057	Husthwaite Church of England Voluntary Controlled Primary School	15	15
2228	Hutton Rudby Primary School	30	30
3336	Ingleby Arncliffe Church of England Voluntary Aided Primary School	11	11
3060	Ingleby Greenhow Church of England Voluntary Controlled Primary School	10	10
2391	Ingleton Primary School	26	26
3076	Kell Bank Church of England Primary School	5	5
2422	Kellington Primary School	19	19
2321	Kettleasing Felliscliffe Community Primary School	8	8
2343	Kettlewell Primary School	7	7
3287	Kildwick Church of England (Voluntary Controlled) Primary School	17	17
3248	Killinghall Church of England Primary School	15	15
3062	Kirby Hill Church of England Primary School	17	17
3251	Kirk Fenton Parochial Church of England Voluntary Controlled Primary School ⁴	30	30
3252	Kirk Hammerton Church of England Primary School	12	12
3253	Kirk Smeaton Church of England (Voluntary Controlled) Primary School	12	15
3315	Kirkby & Great Broughton Church of England Voluntary Aided Primary School	18	18
3065	Kirkby Fleetham Church of England Primary School	9	9
3360	Kirkby in Malhamdale United Voluntary Aided Primary School	12	12
3249	Kirkby Malzeard Church of England Primary School	15	15
2064	Kirkbymoorside Community Primary School	35	35
2377	Knaresborough, Aspin Park Community Primary School	60	60
2389	Knaresborough, Meadowside Community Primary School	30	30
3068	Knayton Church of England Voluntary Controlled Primary School	12	12
2404	Langton Primary School	15	15
2042	Lealholm Primary School	8	8
2405	Leavening Community Primary School	10	10
2040	Leeming and Londonderry Community Primary School	8	8
2166	Leeming RAF Community Primary School	40	40
2065	Leyburn Community Primary School	30	30
2233	Lindhead School	30	30
2171	Linton-on-Ouse Primary School	15	15
3255	Long Marston Church of England Voluntary Controlled Primary School	8	8
3362	Long Preston Endowed Voluntary Aided Primary School ²	13	12
2346	Lothersdale Community Primary School	15	15
2406	Luttons Community Primary School	8	8
3069	Lythe Church of England Voluntary Controlled Primary School	15	15
2074	Malton Community Primary School	42	42
3256	Markington Church of England Primary School	12	12
3363	Marton-cum-Grafton Church of England Voluntary Aided Primary School	15	15
3042	Marwood Church of England Voluntary Controlled Infant School, Great Ayton	21	21
3319	Masham Church of England VA Primary School	20	20
3208	Melsonby Methodist Primary School	10	10
3307	Michael Syddall Church of England (Aided) Primary School	36	36
3320	Middleham Church of England Aided School	15	15
3079	Middleton Tyas Church of England Primary School	22	22
3257	Monk Fryston Church of England Voluntary Controlled Primary School	30	30
2366	Moorside Infant School	45	45
2367	Moorside Junior School ²	45	36
2075	Nawton Community Primary School	11	15
2076	Newby and Scalby Primary School	60	60

DfE No. 815-	School	Published Admission Number 2015/16	Proposed Admission Number 2016/17
2081	North & South Cowton Community Primary School	7	7
2407	North Duffield Community Primary School	25	25
3260	North Rigton Church of England (C) Primary School	15	15
3258	North Stainley Church of England Primary School	8	8
2163	Northallerton, Mill Hill Community Primary School	30	30
2408	Norton Community Primary School	75	75
5200	Nun Monkton Primary School	4	4
2060	Oakridge Community Primary School	8	8
2331	Oatlands Infant School	75	75
2083	Osmotherley Primary School	10	10
2235	Pickering Community Infant School	75	75
2222	Pickering Community Junior School	75	75
3088	Pickhill Church of England Primary School	9	9
3365	Rathmell Church of England (Voluntary Aided) Primary School	9	9
3090	Ravensworth Church of England Primary School	12	12
2096	Reeth Community Primary School	8	8
2410	Riccall Community Primary School	30	30
3368	Richard Taylor Church of England Primary School	39	39
3092	Richmond Church of England Primary School	45	45
3210	Richmond Methodist Primary School	45	45
2411	Rillington Community Primary School	20	20
3261	Ripley Endowed (Church of England) School.	13	13
3262	Ripon Cathedral Church of England Primary School ³	30	30
2388	Ripon, Greystone Community Primary School ²	30	28
3264	Roecliffe Church of England Primary School ²	14	13
2097	Romanby Primary School	40	40
2098	Rosedale Abbey Community Primary School	7	7
2382	Rossett Acre Primary School	60	60
3126	Ruswarp Church of England Voluntary Controlled Primary School	15	15
3902	Sacred Heart RC Primary, Northallerton	15	15
2425	Saltergate Infant School	60	60
3099	Sand Hutton Church of England Voluntary Controlled Primary School	11	11
3267	Saxton Church of England Voluntary Controlled Primary School ²	10	8
2112	Scarborough, Braeburn Primary & Nursery School	70	70
2114	Scarborough, Friarage Community Primary School	45	45
2120	Scarborough, Northstead Community Primary School	90	90
2170	Scarborough, Overdale Community Primary School ³	30	30
2350	Scotton Lingerfield Community Primary School	12	12
2223	Seamer & Irton Community Primary School	60	60
3268	Selby Abbey Church of England Voluntary Controlled Primary School	51	51
2351	Selby Community Primary School	48	48
2390	Selby, Barwic Parade Community Primary School	35	37
2418	Selby, Longman's Hill Community Primary School	30	30
3101	Sessay Church of England Voluntary Controlled Primary School ³	15	15
3270	Settle Church of England Voluntary Controlled Primary School	30	30
3160	Settrington All Saints' Church of England Voluntary Controlled Primary School	9	9
3271	Sharow Church of England Primary School	9	9
3161	Sherburn Church of England Voluntary Controlled Primary School	8	8
2421	Sherburn in Elmet, Athelstan Community Primary School	39	45
2380	Sherburn in Elmet, Hungate Community Primary School ³	30	30
2186	Sheriff Hutton Primary School	15	15
2354	Sicklinghall Community Primary School ²	11	9
2221	Sinnington Community Primary School	12	12
3272	Skelton Newby Hall Church of England Primary School	6	7
3274	Skipton Parish Church Church of England Voluntary Controlled Primary School	50	50
2365	Skipton, Greatwood Community Primary School	30	30
2355	Skipton, Ings Community Primary and Nursery School	12	12
2356	Skipton, Water Street Community Primary School	30	30
3035	Sleights Church of England Voluntary Controlled Primary School	15	15
2132	Slingsby Community Primary School	7	7
3108	Snainton Church of England Voluntary Controlled Primary School	10	10

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2133	Snape Community Primary School	7	7
3109	South Kilvington Church of England Voluntary Controlled Primary School	10	12
2357	South Milford Community Primary School	30	30
3291	South Otterington Church of England Voluntary Controlled Primary School	20	20
2183	Sowerby Community Primary School	45	45
3110	Spennithorne Church of England Primary School	12	12
3275	Spofforth Church of England (Controlled) Primary School	15	15
3903	St John's CE Primary School, Knaresborough	50	50
3600	St. Benedict's Roman Catholic Primary School, Ampleforth	15	15
3225	St. Cuthbert's Church of England Primary School, Pateley Bridge	17	17
3631	St. George's Roman Catholic Primary School, Scarborough	15	15
3602	St. Hedda's Roman Catholic Primary School	7	7
3005	St. Hilda's Ampleforth Church of England Voluntary Controlled Primary School	7	7
3620	St. Hilda's Roman Catholic Primary School	15	15
3370	St. Joseph's Catholic Primary School, Bishop Thornton	8	8
3378	St. Joseph's Catholic Primary School, Harrogate	30	30
3376	St. Joseph's Catholic Primary School, Tadcaster	10	10
3610	St. Joseph's Roman Catholic Primary School, Pickering	15	15
3326	St. Martin's Church of England Voluntary Aided Primary School, Scarborough	40	40
3371	St. Mary's Catholic Primary School, Knaresborough	30	30
3373	St. Mary's Catholic Primary School, Selby	30	30
3609	St. Mary's Roman Catholic Primary School, Malton	15	15
3614	St. Mary's Roman Catholic Primary School, Richmond	30	30
3124	St. Nicholas Church of England Primary School, West Tanfield	10	10
3304	St. Peter's Brafferton Church of England Voluntary Aided Primary School	13	13
3615	St. Peter's Roman Catholic Primary School	30	30
3377	St. Robert's Catholic Primary School, Harrogate	40	40
3375	St. Stephen's Catholic Primary School, Skipton	25	28
3372	St. Wilfrid's Catholic Primary School, Ripon	20	20
2061	Staithe, Seton Community Primary School	15	15
2358	Staveley Community Primary School	10	10
2138	Stillington Primary School	12	12
2139	Stokesley Community Primary School	63	65
2335	Summerbridge Community Primary School	12	12
3276	Sutton in Craven Church of England Voluntary Controlled Primary School ²	16	15
2359	Sutton in Craven Community Primary School	30	30
3113	Sutton on the Forest Church of England Voluntary Controlled Primary School	13	13
3335	Swainby and Potto Church of England Voluntary Aided Primary School	12	12
2392	Tadcaster East Community Primary School	28	28
2427	Tadcaster, Riverside Community Primary School	56	56
3331	Terrington Church of England Voluntary Aided Primary School	9	9
3351	The Boyle & Petyt Primary School	8	8
2237	Thirsk Community Primary School	42	42
2000	Thomas Hinderwell Academy Primary School ¹	40	37
3117	Thornton Dale Church of England Voluntary Controlled Primary School	26	26
2360	Thornton in Craven Community Primary School	11	11
3119	Thornton Watlass Church of England Primary School	7	7
2381	Thorpe Willoughby Community Primary School ^{2 3}	40	40
3277	Threshfield School	17	17
3278	Tockwith Church of England Voluntary Controlled Primary School	30	30
3120	Topcliffe Church of England Voluntary Controlled Primary School	16	16
3122	Warhill Church of England Voluntary Controlled Primary School	6	6
3163	Weaverthorpe Church of England Voluntary Controlled Primary School ²	9	7
2151	Welburn Community Primary School ^{2 3}	12	10
3016	West Burton Church of England Primary School	7	7
2197	West Cliff Primary School	30	30
3165	West Heslerton Church of England Voluntary Controlled Primary School	10	10
2333	Western Primary School	52	60
2206	Wheatcroft Community Primary School	30	30
2190	Whitby, Airy Hill Community Primary School	30	30
2154	Whitby, East Whitby Community Primary School ³	45	45
2217	Whitby, Stakesby Community Primary School	34	34

DfE No. 815-	School	Published Admission Number 2015/16	Proposed Admission Number 2016/17
2363	Whitley & Eggborough Community Primary School ²	40	38
2364	Willow Tree Community Primary School, Harrogate	75	75
3282	Wistow Parochial Church of England Voluntary Controlled Primary School	20	20
2430	Woodfield Primary School	22	30
3130	Wykeham Church of England Voluntary Controlled Primary School ²	10	8

¹	This school is now an Academy
²	Brings proposed PAN inline with indicated admission number to enable efficient planning & organisation of class structure
³	To enable school to comply with Infant Class Size Legislation
⁴	Current statutory proposals published which if approved would result in PAN of 35 for 2016/17

DfE number	School	Published Admission Number 2015/16	Published 6th form limit 2015/16	Proposed Published Admission Number 2016/17	Proposed 6th Form Admission Number 2016/17
4208	The Skipton Academy★	167		167	
4074	Allertonshire School ¹	315		294	
4232	Barlby High School ¹	165		151	
4052	Bedale High School	187		187	
4221	Boroughbridge High School	128	15	128	15
4224	Brayton High School	241		241	
4039	Caedmon College, Whitby	295	20	184/111	20
4005	Easingwold School	210	75	210	75
4608	Ermysted's Grammar School	112	20	112	20
4041	Eskdale School	146		146	
4150	Filey School, A Technology College	120		168	
4069	George Pindar School	175		192	
4070	Graham School Science College	320		320	
4200	Harrogate Grammar School★	260	80	260	80
4219	Harrogate High School★	257		257	
4610	Holy Family RC High School	90		90	
4202	King James's School	253	35	256	35
4054	Lady Lumley's School	183	30	184	30
4077	Malton School	112	80	112	80
4223	Nidderdale High School & Community College	94		94	
4503	Northallerton College	347	65	383	65
4152	Norton College★	160	120	160	120
4076	Richmond School	250	80	252	80
4215	Ripon Grammar School	117 inc 14 boarders	30	117 inc 14 boarders	30
4203	Ripon Outwood Academy★			131	15
4004	Risedale Sports and Community College	180		182	
4217	Rossett School★	235	15	235	15
4022	Ryedale School	118		118	
4073	Scalby School	192		212	
4225	Selby High School	237		237	
4205	Settle College ¹	168	5	164	5
4216	Sherburn High School Specialist Science College	197	0	197	0
4518	Skipton Girls' High School★	112	20	112	20
4210	South Craven School★	270	42	270	42
4611	St Aidans Church of England High School★	226	100	226	100
4604	St Augustines Catholic School	96		96	
4605	St Francis Xavier School	90		90	
4609	St John Fisher Catholic High School	196	30	196	30
4047	Stokesley School ¹	222	20	218	20
4211	Tadcaster Grammar School Business and Enterprise College	262	10	262	10
4075	The Wensleydale School	88	20	88	20
4035	Thirsk School & Sixth Form College	180	10	180	10
4206	Upper Wharfedale School - A Specialist Sports College	58		58	

★	This school is now an Academy
¹	Brings proposed PAN inline with indicated admission number to enable efficient planning & organisation of class structure

NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE

Consultation

17 November 2014 – 16 January 2015

Proposed changes to North Yorkshire Selection Testing Scheme

North Yorkshire County Council is consulting on proposals to change the North Yorkshire Selection Testing Scheme and discontinue the use of Selection Reviews. This consultation is part of the admission arrangements consultation for 2016/17 and will run from 17 November 2014 to 16 January 2015. We would welcome your views on the proposals.

Why are we proposing a change?

The current selection testing scheme operated by the local authority to determine eligibility for grammar school education at Ripon Grammar School and Ermysted's Grammar School has been used for 14 years. As part of the Council's 2020 change programme we have undertaken a review of the current selection testing process. The cost of administering an overly bureaucratic system of testing is no longer sustainable in the light of very significant cuts in public expenditure.

What changes are proposed?

Currently children sit an unmarked familiarisation test followed by two sets of actual tests each comprising one verbal reasoning (VR) and one non-verbal reasoning (NVR) paper. Each child's best VR and NVR score are added together to produce a final score.

It is proposed that we move to a system of one day of testing (this will be a Saturday in September). The selection test will comprise one VR and one NVR paper. There will no formal familiarisation test but in order to ensure that all children have the opportunity to familiarise themselves with the type of questions that will be used we will provide sample test booklets. All children will sit the test on the same day in a central venue. This would create a level playing field for all children. In the interest of cost and efficiency it is proposed that the central venue for each area is the local grammar school. The local authority will continue to administer the testing process.

It is proposed that the practice of selection reviews be discontinued. Currently, following the issue of selection test results, parents of children who did not reach the cut-off mark are given the opportunity to submit a selection review, this provides an opportunity for parents to explain why, on the date of the tests their child did not perform as well as they would have expected. This review is non- statutory, all parents also have the right to a statutory admission appeal. The majority of selection reviews are not upheld.

When would any change become effective?

These proposals form part of the normal admission arrangements consultation which takes place annually. In line with statutory requirements any approved changes would become effective for school admissions for September 2016.

What happens next?

We would welcome your responses by the closing date of 16 January 2015. Responses can be made on-line at <http://www.northyorks.gov.uk/cypsconsultations> or by requesting a form from Nicola Howells on 01609 532258.

Consultation responses will then be considered by Executive Members with a final decision taken by the County Council in February 2015 as part of the normal annual admission arrangements process.



North

Yorkshire County Council

DRAFT Equality Impact Assessment (EIA): evidencing paying due regard to protected characteristics

Proposed changes to North Yorkshire Selection Testing Scheme

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔



Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	CYPS
Lead Officer and contact details	Chris McMackin

	chris.mcmackin@northyorks.gov.uk tel:01609 532644
Names and roles of other people involved in carrying out the EIA	Andrew Terry, Assistant Director, Access & Inclusion
How will you pay due regard? e.g. working group, individual officer	Report to CYPLT for comments 16 October 2014, report to Executive Members 3 November 2014
When did the due regard process start?	September 2013
Sign off by Assistant Director (or equivalent) and date	Consultation Draft signed off by Andrew Terry 12 November 2014

Section 1. Please describe briefly what this EIA is about. (E.g. are you starting a new service, changing how you do something, stopping doing something?)
We are proposing two changes to the North Yorkshire Selection Test Scheme. The first is a change in the way that tests are undertaken, the second is the discontinuance of selection reviews which are currently available to parents whose child did not reach the required cut-off mark in the tests.

Section 2. Why is this being proposed? (e.g. to save money, meet increased demand, do things in a better way.)
This proposal forms part of the NY 2020 programme of projects identified to make budget savings and it will enable us to do things in a better way. The use of a central venue for each area together with a single day of testing and the discontinuance of selection reviews will be more cost effective to administer and will enable us to redirect officer capacity.

Section 3. What will change? What will be different for customers and/or staff?
It is proposed that Selection Tests will be held on a Saturday in mid-September. The tests will be held at the grammar schools in Ripon and Skipton. All children [in and out of catchment area], will be tested at the appropriate central venue. Currently, in area children, attending an in area school, sit the tests at their own school. All out of area children and in area children attending an out of area school, sit the tests at the appropriate central venue. In Skipton this is Ermysted's Grammar School, in Ripon, it is the Ripon Leisure Centre.
Currently children sit three sets of tests, the first is a familiarisation test which is not marked. The second and third tests consist of one verbal reasoning [VR] test and one non-verbal reasoning [NVR] test. Each child's best VR and NVR test scores are added together to give a final score.

It is proposed that familiarisation test material is made available to all children who will sit the tests and that each child will sit only one VR and one NVR test, the scores of each will be added together to produce a final score.

Reasonable adjustments will continue to be made for any children as appropriate and a separate testing date will be set at each venue for absentees and children for whom reasonable adjustments are required.

Section 4. What impact will this proposal have on council resources (budgets)?

Cost neutral? No

Increased cost? No

Reduced cost? Yes

Please explain briefly why this will be the result.

We currently pay for three sets of tests, three days venue hire and three days of invigilator's costs including travel. The total budget for which is £181k.

Section 5. Will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? State any evidence you have for your thinking.
Age	X			Proposals apply equally to all children within the age range for sitting the tests.
Disability			X	It is possible that for any child who has issues with change to routine or new environments, a move to testing at a central venue could have an adverse impact. However, we have systems in place for parents and schools to identify children who have specific needs which require some form of

				additional support and where appropriate arrangements are made for children to sit tests individually or in a smaller group.
Sex (Gender)	X			Proposals apply equally to all children within the age range for sitting the tests irrespective of these protected characteristics.
Race	X			As above
Gender reassignment	X			As above
Sexual orientation	X			As above
Religion or belief	X			Proposals apply equally to all children. If, as a result of religion or belief alternative arrangements had to be made, individual cases would be considered.
Pregnancy or maternity	X			Proposals focus on children
Marriage or civil partnership	X			As above
Section 6. Would this proposal affect people for the following reasons?	No impact	Make things better	Make things worse	Why will it have this effect? Give any evidence you have.
Live in a rural area			X	The proposal to test on a Saturday at a central venue could impact upon in area children attending an in area school and living in a rural area if transport is not available or is limited. The Council will consider any applications for support from such families for transport on a case by case basis.
Have a low			X	The Council will consider any

income				applications for support on this basis.
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Section 7. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men?) State where this is likely to happen and explain what you think the effect will be and why giving any evidence you have.

It is possible that in a limited number of cases a child or parent with a combination of protected characteristics, for example, child/parent with a disability, who lives in a rural area and the family have a low income, could be affected more than others by the proposals. As set out above, we will have provision in place to mitigate the effects including a multi-disciplinary panel that assess evidence provided by parents and schools to determine the reasonable adjustments required to meet our duty under the Equality Act 2010.

Section 8. Only complete this section if the proposal will make things worse for some people. Remember that we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us.

Can we change our proposal to reduce or remove these adverse impacts?

A change in proposals would not enable us to achieve the required level of saving and efficiencies. Where appropriate reasonable adjustments will be made in compliance with our duty under the Equality Act 2010. Where parents of in area children can demonstrate that there is no public transport available, and that they are unable to transport their child to the central venue, the Council will make provision for transport to and from the venue for in area children who live more than two miles from the testing venue.

Can we achieve our aim in another way which will not make things worse for people? No

If we need to achieve our aim and can't remove or reduce the adverse impacts get advice from legal services. Summarise the advice here. Make sure the advice is passed on to decision makers if the proposal proceeds.

Advice will be sought from legal services following the consultation when consultation responses can be incorporated into the information provided to legal services and inform members prior to their determination of the proposal.

Section 9. If the proposal is implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)

We intend to undertake a post implementation review to identify how well the changes have worked and any requirements for change. The selection scheme is part of the Council's admission arrangements and is reviewed annually. If, consultation feedback identifies specific issues these, together with the advice from legal services will be reported to Members for their consideration before the changes are determined.

Section 10. List any actions you need to take which have been identified in this EIA

Action	Lead	By when	Progress
Discussion with the headteachers of Ermysted's Grammar School and Ripon Grammar School in advance of formal launch of proposals	CM	early November 2014	Complete
Admission arrangements consultation, including the above proposals will be launched. Consultation closes	CM	17 November 2014 16 January 2015	
Consultation responses incorporated as background information for legal services when their advice re adverse impacts is sought	CM	January 2015	
Report on consultation responses to Executive	CM	3 February 2015	
Determination of admission arrangements by County Council	CM	18 February 2015	
Changes implemented	CM	For September 2015 testing for entry in September 2016	

Post implementation review	CM	Early Summer 2016	
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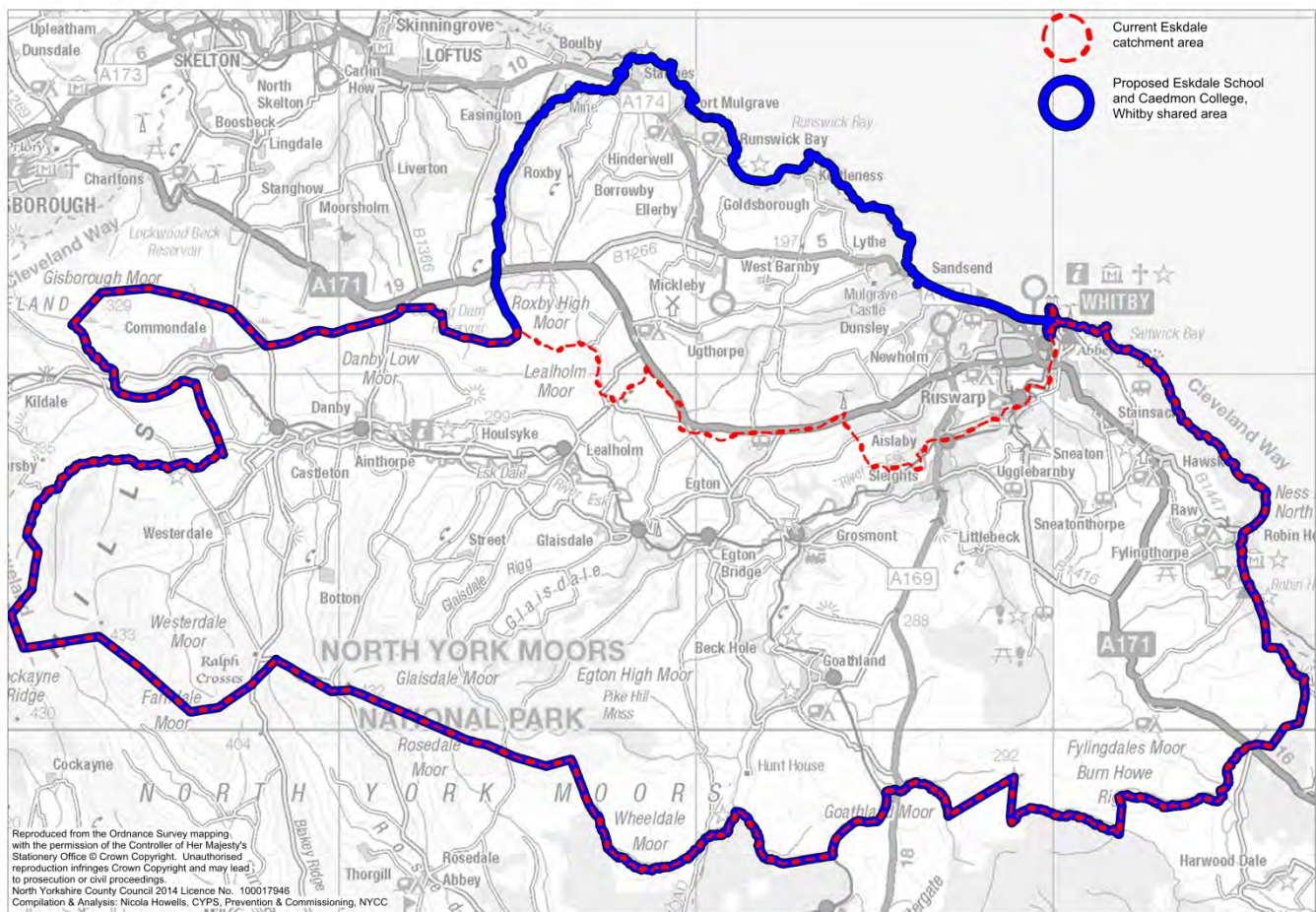
**NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE
Consultation
17 November 2014 – 16 January 2015
Proposed changes to catchment area
Eskdale School**

North Yorkshire County Council is consulting on a proposal to change the catchment areas for Eskdale school. This consultation is part of the admission arrangements consultation for 2016/17 and will run from 17 November 2014 to 17 January 2015. We would welcome your views on the proposal.

Why are we proposing a change?

Historically, Eskdale School and Caedmon School each had discrete normal areas. These areas were combined to give the normal area for Whitby Community College.

Caedmon College Whitby, which was created by the amalgamation of Caedmon School and Whitby Community College, has the normal area previously assigned to Whitby Community College. In the interests of equity for children and families, it is proposed that the normal area for Eskdale School be enlarged to be the same normal area as Caedmon College Whitby. A map showing the current and proposed catchment area is shown below.



When would any change become effective?

This review is part of the normal admission arrangements consultation which takes place annually. In line with the statutory requirements any approved changes would become effective for school admissions in September 2016.

What happens next?

We would welcome your responses by the closing date of 16 January 2015.

Responses can be made on-line at <http://www.northyorks.gov.uk/cypsconsultations> or by requesting a form from Nicola Howells on 01609 532258.

Consultation responses will then be considered by Executive Members with a final decision taken by the County Council in February 2015 as part of the normal annual admission arrangements process.

NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE

Consultation
17 November 2014 – 16 January 2015

Proposed discontinuance of school clothing allowances

We are taking views, as part of the wider consultation on school admission arrangements, on a proposal to discontinue school clothing allowances. We would welcome your views on the proposal.

Why are we proposing a change?

As part of the Council's 2020 change programme all budgets are subject to review, the purpose of which is to identify efficiencies and reduce costs.

Currently, an allowance of £70 is awarded to parents of pupils who are transferring from primary to a maintained secondary school (Yr 7) or from middle to high school (Yr 10) and who are in receipt of specific state benefits.

There is no duty on the council to provide financial support towards the purchase of schools uniforms and it is proposed that school clothing grants be discontinued with effect from September 2015.

Many schools now offer second hand uniforms free of charge and a wide range of supermarkets offer inexpensive school uniform clothing. Vulnerable parents/carers, in critical need of support, can submit a request via a children's centres for funding from the North Yorkshire Local Assistance Fund (NYLAF).

The school admission code states that admission authorities should ensure that policies relating to school uniform do not discourage parents from applying for a place for their child. If clothing allowances are discontinued following this consultation, all schools will be reminded of their responsibilities to ensure equity of access to school places. Schools will be asked to review their own school uniform policy to ensure that parents are not discouraged, because of high costs of uniform, from applying for a place for their child.

When would any change become effective?

It is proposed that if this change is agreed it will take effect from September 2015.

What happens next?

We would welcome your responses by the closing date of 16 January 2015. Responses can be made on-line at <http://www.northyorks.gov.uk/cypsconsultations> or by requesting a form from Nicola Howells on 01609 532258.

Consultation responses will then be considered by Executive Members with a final decision taken by the County Council in February 2015 as part of the normal annual admission arrangements process.



North

Yorkshire County Council

Equality Impact Assessment (EIA): evidencing paying due regard to protected characteristics

Proposed discontinuance of School Clothing Allowances

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔



Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area

CYPS

Lead Officer and contact details	Chris McMackin email:Chris.McMackin@northyorks.gov.uk tel:01609 532644
Names and roles of other people involved in carrying out the EIA	Andrew Terry, Assistant Director Access & Inclusion
How will you pay due regard? e.g. working group, individual officer	Report to CYPLT for comments 16 October 2014, report to Executive Members 3 November 2014
When did the due regard process start?	September 2013
Sign off by Assistant Director (or equivalent) and date	Consultation draft signed off by Andrew Terry, Assistant Director, Access & Inclusion 18 November 2014.

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)
We are proposing to discontinue the payment of school clothing allowances.

Section 2. Why is this being proposed? (e.g. to save money, meet increased demand, do things in a better way.) This proposal is part of the 2020 NY programme of projects identified to achieve budget savings.

Section 3. What will change? What will be different for customers and/or staff? Parents/carers will no longer be able to apply to this service for assistance with the cost of purchasing school uniform. Currently, an allowance of £70 is awarded to parents of pupils who are transferring from primary to a maintained secondary school (Yr 7) or from middle to high school (Yr 10) and who are in receipt of specific state benefits. In 2013/14 633 families were awarded an allowance. The figures for the previous two years were as follows:

2011/2012	614
2012/2013	665

If the proposal is agreed, the staffing to deal with these applications will no longer be required. In the short term it is possible that they will still deal with enquiries about school clothing allowances. The workload of the Business Support team who deal with this will be reviewed.

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Section 4. What impact will this proposal have on council resources (budgets)?

Cost neutral? N

Increased cost? N

Reduced cost? Y

Please explain briefly why this will be the result.

If, following consultation, a decision is made to discontinue the allowance the potential saving to the Council is £53,780.

Section 5. Will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? State any evidence you have for your thinking.
Age			Yes	Proposals apply to children in the age range for pupils transferring from primary to a maintained secondary school (Yr 7) or from middle to high school (Yr 10) and whose parents/carers are in receipt of specific state benefits.
Disability	No			
Sex (Gender)	No			
Race	No			
Gender reassignment	No			
Sexual	No			

orientation				
Religion or belief	No			
Pregnancy or maternity	No			
Marriage or civil partnership	No			
Section 6. Would this proposal affect people for the following reasons?	No impact	Make things better	Make things worse	Why will it have this effect? Give any evidence you have.
Live in a rural area	No			
Have a low income			Yes	Because, if agreed the proposal will remove the allowance currently available to low income families in receipt of the specified benefits.

Section 7. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men?) State where this is likely to happen and explain what you think the effect will be and why giving any evidence you have.

No – it will equally affect children within the age range set out above whose parents are in receipt of specified benefits.

Section 8. Only complete this section if the proposal will make things worse for some people. Remember that we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us.

Can we change our proposal to reduce or remove these adverse impacts?

In order to make the required level of savings it is not possible to reduce or remove these adverse impacts.

Can we achieve our aim in another way which will not make things worse for

people?

Many schools now offer second hand uniforms free of charge and a wide range of supermarkets offer inexpensive school uniform clothing. The school admission code states that admission authorities should ensure that policies around school uniform do not discourage parents from applying for a place for their child. It is intended that if clothing allowances are discontinued to mitigate the scale of the impact all schools will be reminded of their responsibilities in ensuring equity of access to school places.

If we need to achieve our aim and can't remove or reduce the adverse impacts get advice from legal services. Summarise the advice here. Make sure the advice is passed on to decision makers if the proposal proceeds.

Section 9. If the proposal is implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)

We will monitor requests for support from parents and, if necessary go back to schools to request that they review their options to offer assistance to low income families.

Section 10. List any actions you need to take which have been identified in this EIA

Action	Lead	By when	Progress
Seek advice from legal services	CM	January 2015	
Admission arrangements consultation, including the above proposals will be launched. Consultation closes	CM	16 January 2015	17 November 2014
Consultation responses incorporated as background information for legal services when their advice re adverse impacts is sought	CM	January 2015	
Report on consultation responses to Executive	CM	3 February 2015	

Determination of admission arrangements by County Council	CM	18 February 2015	
Changes implemented	CM	September 2015 for September 2016 entry	
Post implementation review	CM	Summer 2015	

			Other Interested Party	Member of School Staff inc Govs	Not known	Parent	School Appeal Panel Member	Selection Test Invigilator	Total
Q1.	Do you agree or disagree with the proposed admission policy for community and voluntary controlled schools?	I Agree	3	4	8	48	2	1	66
		I Don't Agree	2	1	2	41			46
		No response		3	3	11			17
		Total	5	8	13	100	2	1	129
Q3.	Do you agree or disagree with the proposed nursery admission policy for community and voluntary controlled schools?	I Agree	4	2	8	60	1		75
		I Don't Agree	1	0	1	12			14
		No response		6	4	28	1	1	40
		Total	5	8	13	100	2	1	129
Q5.	Do you agree or disagree with the proposed North Yorkshire co-ordinated admission scheme?	I Agree	3	3	7	60	1		74
		I Don't Agree	2		2	13			17
		No response		5	4	27	1	1	38
		Total	5	8	13	100	2	1	129
Q7a.	Do you agree with the proposed changes to the North Yorkshire selection testing scheme?	I Agree	3	1	5	27	2	1	39
		I Don't Agree	2	1	3	62			68
		No response		6	5	11			22
		Total	5	8	13	100	2	1	129
Q7b.	Do you agree with the proposal to discontinue the practice of selection review?	I Agree	2	1	6	34	2		45
		I Don't Agree	3	1	2	55		1	62
		No response		6	5	11			22
		Total	5	8	13	100	2	1	129
Q7c.	Do you agree with the proposed change to the catchment area of Eskdale School?	I Agree	3	3	11	53	1		71
		I Don't Agree	1	1	1	10			13
		No response	1	4	1	37	1	1	45
		Total	5	8	13	100	2	1	129
Q7d.	Do you agree with the proposal to discontinue school clothing grants with effect from September 2015?	I Agree	3	1	5	34	1		44
		I Don't Agree	1	2	4	29			36
		No response	1	5	4	37	1	1	49
		Total	5	8	13	100	2	1	129

<p>Summary of Comments submitted under the heading of 'any other comments' Officer responses are in <i>italics</i>, where respondent's comments are a statement of a personal view an officer response has not been made.</p>	
Common Topics (number of comments)	Areas of Concern
Uniform (2)	cost
Catchment (4)	numbers of out of area pupils
Tutoring (7)	social bias impact of changing test content
Saturday testing (8)	social bias, stress, out of area pupils benefit
Test location (14)	stress, social bias, some queries <i>(Also positive comments about equity)</i>
Familiarisation (22)	differences between schools, limited cost savings, parental input inequity, booklets confidence/stress <i>(Also some positive comments)</i>
Single test day (32)	stress, exceptional circumstances, confidence bias, impact on performance, test validity <i>(also some positive comments)</i>
Appeals and reviews (13)	exceptional circumstances link to one day testing proposal other <i>(also positive comments)</i>
Test content (3)	Subjects tested
Test date (3)	Suggestion for late September
Access to the consultation (4)	
Other assorted comments (15)	
Eskdale and Caedmon (8)	Generally positive comments. Concerns about funding and catchment
Uniform	<p><u>Cost</u></p> <ul style="list-style-type: none"> I have twins due to start high school in a few years, and without the clothing voucher I would find it impossible to send them to the school of my choice, and their faith, but would have to opt for the local academy-as their uniform is free-which would be extremely detrimental to their education in my opinion! The proposal to discontinue school clothing allowance penalises children of lower income families who wish to attend a school with a rigorous uniform policy. many schools require ALL uniform items to carry a specific logo meaning cheaper generic uniform items cannot be used. this may adversely affect the choice of school a parent makes for their child <i>The Council does not have a duty to provide financial support towards the purchase of school uniforms. Should the proposal to discontinue school</i>

	<p><i>clothing allowances be agreed all schools will be reminded of their responsibilities to ensure equity of access to school places. The Council would ask all schools to review their own school uniform policy to ensure parents are not discouraged because of high costs of uniform, from applying for a place for their child.</i></p>
Eskdale School / Caedmon College	<p><u>Positive comments</u></p> <ul style="list-style-type: none"> • Fully support needed to Eskdale school • Eskdale change in catchment is fair - it gives parents choice • Eskdale School should have a fair chance against Caedmon College not only to enjoy the same catchment but also the increased age range. This would give parents, like me maximum choice in town. • It is the interest of fairness that the catchment area for Eskdale School be enlarged. • I think that the changes should go ahead to provide equity for all pupils in the Whitby area. I assume that all pupils will receive a travel pass to either school if they live the required distance away. • We hope that this will happen along with the change to the Pupil Admissions Number as requested in our business case. <p><u>Funding</u></p> <ul style="list-style-type: none"> • Existing pupil numbers at this school could easily be absorbed by Caedmon College Whitby. Existing proposals could increase the intake at Eskdale and decrease the intake at Caedmon College resulting in greater funding for one school at the expense of the other. This may well strengthen Eskdale's request for a change of age range which again may possibly result in lower numbers attending Caedmon College. • The Caedmon College is well resourced at the moment but would need funding to provide real subject choice across KS4 & 5 whilst current provision at Eskdale is adequate and would be costly if a change of age were implemented. <p><u>Catchment</u></p> <ul style="list-style-type: none"> • I could be moving out of Eskdale's traditional catchment area and I would want my children to still be able to attend Eskdale school
Comments from schools	<ul style="list-style-type: none"> • Selby Abbey Primary School has returned its comments on the PAN for 2016/2017 and wish it to remain at 51. We are happy for the local authority to act on our behalf in respect of admissions and in year admissions for Voluntary Controlled Schools.
Catchment	<p><u>Number of out of area pupils</u></p> <ul style="list-style-type: none"> • It is only fair and right that places are allocated to children actually living IN area and not to those out of area using the grammar as a cheap alternative for public school. • <i>Officer comments - The law does not allow any admission authority to discriminate against children on the grounds that they do not live within catchment of a particular school. Other than looked after and previously looked after children who must be given top priority within admission criteria, out of catchment children are only allocated after all in area children who reached the cut-off mark.</i> • It is UNFAIR that the "pass" mark is pushed up by students from outside the area when the whole point of it being RIPON grammar school is to provide an education for students in the Ripon area. • <i>Officer comments - The cut off mark is not affected by the performance of out of</i>

	<p><i>catchment pupils. The cut off mark in Ripon is set by the performance of the top scoring 28% of the in area Ripon cohort of pupils. The law does not allow any admission authority to discriminate against children on the grounds that they do not live within catchment of a particular school, if there are not enough in area children [who have reached the cut-off mark] to fill the available places these places must be offered to out of catchment children who have reached the cut-off mark set by the Ripon cohort. If the number of applicants reaching the cut-off mark, whether in or out of catchment was insufficient to fill all of the available places, these places would not be filled.</i></p> <ul style="list-style-type: none"> • How many of the students at Ripon Grammar school are actually from Ripon and being given an opportunity at bettering themselves, and how many are actually middle class kids who have had years of tutoring? The whole system is unfair as the playing field will not be level even if your proposed changes are implemented! • <i>Officer comments - 63% of pupils on roll at Ripon Grammar School live within the Ripon catchment area. As noted above, if there are places available and, in the case of a selective school, children have reached the required standard for entry, a school cannot lawfully limit its intake to in catchment children only. The authority does not encourage tutoring but it cannot prevent it.</i> • I do feel that you are missing the main issue with Grammar school selection in Ripon. The main issue is catchment area not where the test is sat. Are you aware that families are temporarily moving into the catchment to ensure a place for their child and then moving back to the family home(out of catchment) once a place is secured? • <i>Officer comments - The authority has a duty to ensure the allocation of places is carried out in a fair and equitable manner. Where the authority has reason to suspect that information provided in support of an application may be fraudulent or misleading, a range of checks may be undertaken on behalf of the authority. This could include a visit to the address in question. Short term tenancies, entered into with the prime objective of securing a place at a particular school will not qualify as places of ordinary residence. The authority will consider withdrawing the offer of a place at a community or voluntary controlled school if an address used to support an application is subsequently found to be fraudulent or misleading.</i>
Tutoring	<p><u>Bias</u></p> <ul style="list-style-type: none"> • Selection processes are supposed to be based on ability and potential and not social class. At the moment families who can afford to pay for tutoring put their children at an unfair advantage. • Removing the familiarisation test places children who are not being tutored at a disadvantage - they are unlikely to have encountered any 'exam conditions' tests prior to their test day • <i>Officer comments - All children will have access to practice material prior to sitting the selection tests.</i> • More places will go to middle class families from outside the catchment area who have paid for tutoring. • This will further advantage children who have had access to preparation and tutoring over more disadvantaged children.

	<p><u>Test content</u></p> <ul style="list-style-type: none"> • One off tests can be coached for- why is there no consideration of adding an element of teacher assessment to level the playing field for ALL families? • <i>Officer comments - These tests are designed to identify innate ability, to be fair to all pupils regardless of gender or ethnicity and remove elements of subjectivity from the selective process.</i> • Parents tutor their children either way so the use of VR and NVR is superfluous and nearly selects for OK ability with high parental income. • This is a STATE school selection process and should be treated as part of the child's education process, not turned into something that more parents feel the pressure to tutor and prepare their children for. This process would further lead to a more highly competitive approach among the wealthier families in the area and rule out the bright but not privileged children.
<p>Saturday testing</p>	<p><u>Bias</u></p> <ul style="list-style-type: none"> • Moving to a Saturday testing session reinforces this (social class advantage). Children in catchment with ability but unmotivated parents will not attend testing. • <i>Officer comments - As part of the preparation for the proposal we undertook an Equality Impact Assessment (Appendix 6) which identified areas of potential disadvantage together with proposals to mitigate this.</i> • Children in catchment from unsupportive home environments may not attend a Saturday test due to parental indifference whereas testing in primary schools removes this obstacle. • <i>As above</i> • I think that by centralising the venue and changing the test day to a Saturday may lead to a lower number of in catchment pupils taking the test as some parents may not encourage or support their children in taking the test on a Saturday at the Grammar school. • <i>As above</i> • I believe that children from more deprived areas are less likely to take the exam, especially in the Ripon catchment area, as previously they would all take it unless they actively opt out. Making all children take the exam on a Saturday will mean only the motivated and those with the means to opt in will attend. • <i>Officer comments - All Ripon children and Skipton boys attending an in area school will continue to be entered for the test unless parents request that they opt out.</i> • Children from small, rural schools will be disadvantaged and intimidated and the simple act of doing this on a Saturday, takes any normality out of the system. <p><u>Stress</u></p> <ul style="list-style-type: none"> • The girls in Skipton who experienced something similar to this proposal should be asked for feedback about the traumatic Saturday morning on which hundreds of them piled into a school and sat tests back to back with no familiarisation. There must be a more sympathetic approach which can save money. • <i>Officer comments - We are not aware of any objections to the testing process</i>

	<p><i>undertaken at SGHS.</i></p> <ul style="list-style-type: none"> • I feel making 10 year olds sit a test on a Saturday in a completely unfamiliar environment in amongst ALL the children in the area is completely unfair. <p><u>Out of catchment pupils</u></p> <ul style="list-style-type: none"> • Ripon Grammar states it's a school for Ripon children but this change may actually disadvantage many. In catchment pupils should have the opportunity to take the test on a weekday in their own school. • <i>Officer comments - This comment is speculation on the part of the respondent. Out of area pupils have for many years successfully undertaken the tests in a central venue , the proposal promotes a level playing field for all children. Officer responses above address the issue of Ripon Grammar School.</i>
Test location	<p><u>Stress</u></p> <ul style="list-style-type: none"> • I think the single admissions test in an unfamiliar building puts far too much pressure on young children. The new system will do this (identify potential) less effectively as some children' performance will be affected by the formality, unfamiliarity and pressure of the situation. • I feel making 10 year olds sit a test on a Saturday in a completely unfamiliar environment in amongst ALL the children in the area is completely unfair. • The huge numbers of ten year olds in one hall will be very intimidating. • Testing all the children in just one venue puts children from rural schools or quieter, shyer children at a disadvantage. • <i>Officer comments - The majority of testing for grammar schools is undertaken on a Saturday and in the unfamiliar surroundings of the school in question. We have no evidence to demonstrate that this is detrimental to the children involved. Out of area pupils have, for many years, successfully undertaken the tests in a central venue, the proposal promotes a level playing field for all children.</i> <p><u>Equity</u></p> <ul style="list-style-type: none"> • I think the idea of all children sitting the test at the local grammar school is a good idea because it creates a level playing field for all children - both in and out of catchment area. • I do agree that it would be better for all children to take the tests on one day and in one location, rather than have some of them disrupt the start of the school year in primary schools. • As a parent of a child who had to sit the 11+at the leisure centre due to attending a primary school out of area even though we live in area. I think the new proposed system makes things much fairer for the children. • I have no issue with centralising these tests into one location. • I agree with holding the tests in a central location <p><u>Bias</u></p> <ul style="list-style-type: none"> • I think that by centralising the venue and changing the test day to a Saturday may lead to a lower number of in catchment pupils taking the test as some parents may not encourage or support their children in taking the test on a Saturday at the Grammar school. • Some schools will be able to emulate test conditions by moving desks into the school hall, where small schools without a school hall won't be able to do this • In catchment pupils should have the opportunity to take the test on a weekday

	<p>in their own school.</p> <p><u>Queries</u></p> <ul style="list-style-type: none"> • Whilst understanding need to save costs, why it is not possible for selection tests to be carried out within area primary schools, where children are comfortable, and be administered by teaching staff of the school in the same way as teachers will administer SATS tests. <p><u>General</u></p> <ul style="list-style-type: none"> • The combination of only a single test day, in unfamiliar surroundings and with no appeal is grossly unfair.
Familiarisation	<p><u>Differences between schools</u></p> <ul style="list-style-type: none"> • Whilst I know some of the local private schools (e.g. Ghyll Royd) practice exam technique in an exam environment to gear their pupils up for the Ermysted's exam that isn't the case at the non-catchment area state primary schools (e.g. Burley Oaks). • I strongly object to the proposed changes as they will certainly put my child, and all children who attend small schools, at a disadvantage compared to the children who attend larger schools and are therefore used to that type of environment. <p><u>Limited Cost Saving</u></p> <ul style="list-style-type: none"> • Bearing in mind the practice test does not even get marked I cannot imagine that the cost saving is of any significance at all in the grand scheme of things and yet the benefit to the kids is immeasurable. <p><u>Parental Input</u></p> <ul style="list-style-type: none"> • The proposal would remove this safeguard meaning if they are unprepared, with no familiarisation test, tested on one day only then they are far more likely to do poorly. Children from unsupportive home environments will be unlikely to access the proposed familiarisation booklet and be disadvantaged. • The familiarisation paper is crucial for children who may not have the same level of parental support as others making the proposed change even more unfair. • (the test is) not something we can prepare her for or give her any idea of what it will be like on the day. <p><u>Agreement/Support</u></p> <ul style="list-style-type: none"> • I am a parent whose child sat for the selection tests this year. I thought the tests over three days were absolutely unnecessary. Also, I always thought the selection reviews were unfair to the children who had already achieved the pass mark. Therefore I agree with the proposed admission arrangements, it will be a straight forward fair process for everyone. • In relation to changes to the selection testing scheme I think that it is right to discontinue the familiarisation test, however I think pupils should continue to sit two sets of the test. • I don't feel familiarisation tests are vital • With regard to selection for RGS and Ermysted's I accept that the familiarisation test day should be dropped <p><u>Booklets</u></p> <ul style="list-style-type: none"> • I'm ok with scrapping the familiarisation day (as long as you replace it with a

	<p>booklet)</p> <ul style="list-style-type: none"> • It is unfair on the children not to have a familiarisation test to prepare them for the exam conditions and what to expect on the papers. It is not enough to give them a booklet as many parents may not do this with the children and it's not timed or in exam conditions. • Merely making sample questions available will not assist such children and is likely to result in a greater use of tutors by those that can afford, and prejudice to those that cannot. <p><u>Other</u></p> <ul style="list-style-type: none"> • I suggest that the familiarisation is retained, the 3rd day of testing is removed and that local primaries get together so fewer Invigilators are required but the familiar surroundings of a small primary are less out facing than a huge secondary school sports hall for 10 year olds. <p><u>Confidence/Stress</u></p> <ul style="list-style-type: none"> • if children are borderline it would be a shame if they missed out on a grammar education due to self confidence • The current policy at least allows a child a chance to experience a "mock" test in exam conditions, making the actual exams a little less daunting & frightening. • Proposals to use a central venue and cut the familiarisation test would cut costs but also increase stress on children, reducing the accuracy of the test's results. • I feel that one test at the secondary school would favour tutored children and the selection process should be equal for all, tutored children will be familiar with the type of question and one test on a Saturday morning would favour them by a huge extent • Children perform much more successfully in familiar surroundings therefore unfamiliar settings will add more stress and pressure onto them than there would be if they were at their own schools when sitting the tests. • Removing the familiarisation stage of the entrance exams will disadvantage those children who have not been given the opportunity to review and practice in a controlled (and somewhat intimidating environment) the entrance exams. <p><u>Link to 2 day testing</u></p> <ul style="list-style-type: none"> • Either lose the familiarisation test OR the second test sitting but not both. • it helps to have 3 tests as it cannot then be argued that the child had an off day I think the tests are not familiar to the children and so a trial run through helps familiarise the child to the type of question.
Single test day	<p><u>Agreement/Support</u></p> <ul style="list-style-type: none"> • This will be: a) more cost effective; b) logistically simpler for out-of-catchment attendees to attend 1 event. • I do agree that it would be better for all children to take the tests on one day and in one location, rather than have some of them disrupt the start of the school year in primary schools. • I am a parent whose child sat for the selection tests this year. I thought the tests over three days were absolutely unnecessary. Also, I always thought the selection reviews were unfair to the children who had already achieved the pass mark. Therefore I agree with the proposed admission arrangements, it will be a straight forward fair process for everyone. • I agree with the proposals to have just one NVR and one VR test on one day. This, after all, is the system used by most schools who operate their own selection tests • I accept that both (familiarisation tests and reviews) of these may need to be

removed to save money. But if so, it becomes vital to keep the two testing days.

Stress

- I think the single admissions test in an unfamiliar building puts far too much pressure on young children.
- Having only one chance to show your capability for a 10 year old is too much pressure
- Doing both VR & NVR on one day is too much stress and worry for the children and some may not be able to concentrate for such long periods, which again is unfair
- *Officer comments - Children have always sat both a VR and NVR paper on each day of testing. Neither the type of questions used nor the time allowed for each set of tests would change.*
- Also I believe that a single attempt at a test at the age of 10 puts undue pressure on children compared with taking the test knowing that they are able to have a 'second attempt', especially if there is no familiarisation test.
- Just one day of testing puts more pressure on a child to perform.
- The Single Test system would be entirely unfair as some children will cope well with it and others less so and it is not necessarily the most able that will cope with the stresses the best.
- Children coming from small schools with small classes would suffer extra stress having to sit the exam in a large school with a large amount of children

Exceptional Circumstances

- Children can easily have a bad day/illness, or make a mistake that puts them off for the rest of paper; therefore sitting the test twice mitigates against this, and by continuing with two sets of the test it helps to justify the proposal to discontinue selection reviews.
- *Officer comments - The authority advises all parents that if their child is ill on the day of testing they should defer the tests and they are offered an alternative date for testing.*
- The current system whereby the best result from 2 papers at least allows children to have a second chance if they feel unwell on one day.
- Testing on only one day places even more pressure on the children - the current system of two day testing means they can have an 'off-day' and a 'better day' and have a poor test mark discarded.
- If the process is changed to just 1 exam all children will be penalised by any disruption within the hall, their nerves or invigilator errors which I know by experience happened in last years' tests.
- *Officer comments - No child is penalised for any disruption at the testing venue. Invigilators work hard to settle children in and put them at ease. There was an invigilator error at one school during testing in 2014. This happened during the familiarisation test which is not marked. The error related to timing, pupils were allotted a shorter amount of time for one of the papers. Prior to the start of the first set of actual tests children were given time to complete their familiarisation test within the set time.*

Confidence Bias

- The proposed changes to the North Yorkshire Selection Testing scheme would benefit more confident pupils and adversely affect the performance and

chances of less confident pupils. It is worth noting that it is most often the pupils from affluent experience-rich environments that are more confident in less familiar and challenging environments. The proposed changes would therefore be testing a pupil's confidence and not their intelligence.

- A one off exam, for grammar school admission, is unfair to pupils from a lower demographic or perhaps for those with a nervous disposition towards exams. 2 exams would be fairer than reducing from 3 to 1.

Impact on performance

- Our son has little experience of formal testing, so having just 1 test would not accurately reflect his full ability.
- I think children should still have the opportunity to do two of each paper and then to have the two best scores added together, anyone can have an 'off day'.
- It helps to have 3 tests as it cannot then be argued that the child had an off day I think the tests are not familiar to the children and so a trial run through helps familiarise the child to the type of question. I feel that one test at the secondary school would favour tutored children and the selection process should be equal for all, tutored children will be familiar with the type of question and one test on a Saturday morning would favour them by a huge extent
- Having two test days is essential to making sure the test is fair. Children find the pressure of the test very difficult as it is, and can easily underperform owing to stress and the unfamiliarity of taking a time-controlled public exam.
- I have only commented on Appendix 6, proposed changes to the testing scheme. The current arrangement to allow the children to take a practice test followed by two further tests I feel allows the children who are nervous and unsure of the testing procedure. Taking the tests twice can only help the schools to secure the most able children, not the children from privileged backgrounds who have had the benefit of a tutor
- the combination of only a single test day, in unfamiliar surroundings and with no appeal is grossly unfair. Two test days allows for a child to have an "off day" which could be for a multitude of reasons, not just illness.

Test validity

- I think children need to do 2 VR and 2 NVR papers and the best of each should be combined to give a total score.
- How can you possibly judge a child's true capabilities without at least 2 separate exam sittings to compare & risk the outcome of their future?
- *Officer comments - The proposed method of testing over one day is tried and tested by many selective grammar schools across the country. The test is designed to identify innate ability.*
- By testing children several times in their own schools pupils are more relaxed and the test will identify the most able pupils.
- I strongly oppose your proposal to hold only one day of testing and dropping the selection review. Proposing one day of testing and dropping the selection review is an extremely poorly conceived idea considering the potential impact on a child's future.
- Children who are not performing their best one day at least currently have an opportunity to show their capabilities with a 2nd test.
- Giving one chance to sit the test seems grossly unfair, there should be at least two sittings. Either lose the familiarisation test OR the second test sitting but not both.
- Having just a single test day undermines the selection process's fairness and accuracy. These tests are demanding and stressful for 10-11 year olds.

	<p>Nervous children can break down and ruin a test. Children can also develop illnesses during a day and perform badly. A second test day compensates for this, improving fairness and accuracy, essential as there are no re-sits</p> <ul style="list-style-type: none"> I feel very strongly that the 2 different test days should remain and so should the appeal process but with more guidance from head teachers on academic achievement.
<p>Appeals / review</p>	<p><u>Exceptional circumstances</u></p> <ul style="list-style-type: none"> I feel strongly that the boy's grammar school selection test if it changes will become a much more stressful process with having no appeal process. What if there is a problem on the day of the test? What if the child is ill? At least the present process where the boys sit the test in school seems much more child friendly and less daunting. Has anyone considered the effect on the children? <p><u>General</u></p> <ul style="list-style-type: none"> Please do not change the review process The selection process gives parents the clear regulations of the testing procedure. Any issues with results can be presented at the admissions review. I strongly oppose your proposal to hold only one day of testing and dropping the selection review. Proposing one day of testing and dropping the selection review is an extremely poorly conceived idea considering the potential impact on a child's future. I have indicated that I do not agree that the selection review should be abandoned. I think it should be possible for parents to indicate IN ADVANCE OF their son taking the test that they have a problem. This can be taken into account or not by the authority before issuing the final results. I do agree that the system of giving parents the opportunity for review after the results have been issued should be scrapped. Proposals to use a central venue and cut the familiarisation test would cut costs but also increase stress on children, reducing the accuracy of the test's results. Removal of appeals process is undemocratic. <i>Officer comments - The appeals process will not be removed. The proposal is to discontinue the use of non- statutory selection reviews.</i> I feel very strongly that the 2 different test days should remain and so should the appeal process but with more guidance from head teachers on academic achievement. Discontinuation of the selection review will disadvantage children who have suffered genuine life events, such as a bereavement. As such, the selection review should continue but for a narrow list of specified events, such as bereavement, divorce etc. <i>Officer comments - All families retain the right to submit an admission appeal during which all surrounding and background circumstances can be raised, discussed and will be taken into account in the decision making of the independent admission appeals panel.</i> the combination of only a single test day, in unfamiliar surroundings and with no appeal is grossly unfair. The appeal process should also continue. <p><u>Link to 2 tests</u></p> <ul style="list-style-type: none"> Not being able to make a selection review is unfair with a single exam (I agree to removal if 3 exams are taken). With a single exam there should be limited reasons for selection review (e.g. a recent bereavement). If the process remains as it is now then appeals shouldn't be necessary,

	<p>however if the process is replaced by a single day appeals should be heard as one day testing isn't always a true reflection of that child's abilities if required.</p> <ul style="list-style-type: none"> • The fact that reviews will not be allowed is detrimental. Some children will be pressurised in the exam situation and potentially will get a reduced mark to what they are capable of achieving. This will be especially the case if only one exam is taken. <p><u>Agreement</u></p> <ul style="list-style-type: none"> • I agree with removing the right to appeal.
Test content	<ul style="list-style-type: none"> • Why not use SAT performance and teacher assessment to guide Ermysted's admission - would be cheaper for the state and fairer for the children. • Parents tutor their children either way so the use of VR and NVR is superfluous and nearly selects for OK ability with high parental income. • Please dispense with the Non Verbal part of the test and replace it with English and Maths Tests
Test date	<ul style="list-style-type: none"> • Please hold the boys tests later in September • It could be a bit later in September and still on a week day. • there should be a second date to sit the tests to gather up children who are unwell/ have not moved to the catchment area in the September • <i>Officer comments - There are alternative test dates for absentees and people moving into the area after the initial testing date.</i>
Access to the consultation	<ul style="list-style-type: none"> • I think that such an important consultation should have been more widely advertised. My children's schools have also not had any information relating to the consultation. I am resident in North Yorkshire but they attend schools just over the border. • <i>Officer comments - The consultation was published on the NYCC website, letters were sent, via schools in the selective areas to all Year 5 children. Schools in North Yorkshire and those schools in other local authority areas whose pupils regularly sit the tests were asked to put up a poster in school providing information about the consultation. A number of articles have also appeared in local newspapers. We undertook a Facebook campaign which reached over 49000 residents.</i> • I think that this consultation form is appallingly designed. Why should everybody that attempts to fill in the form about an issue that is important for their child be asked about many issues that they have no knowledge of or interest in in other parts of the county. Many of the statements that we are being asked to agree with are poorly worded. This will throw up many spurious answers which presumably you will then use in statistics to prove that your proposals are popular. • I feel it is unfair, as part of this consultation process, that you asked me for agree/disagree views on other issues I know nothing about, resulting in the whole consultation process being flawed. • <i>Officer comments - There is no requirement for anyone accessing the consultation to comment on all issues. Many people opted to respond only to those issues of particular interest or concern to themselves.</i> • This consultation process is flawed. I have had to comment on several questions of no relevance to the above issue. If I were a parent concerned by the boundary at Eskdale I may well have answered "I agree" to all other questions without proper consideration just to be able to comment on the boundary. I hope this point is taken into account • <i>See above</i>

Other	<p><u>Cost Implications</u></p> <ul style="list-style-type: none"> • Please see my child's education has an opportunity to Berger the world and not to tick a money saving box. • I further fail to see how administrative savings can be made by changing the arrangements for the selection tests. • <i>Officer comments - The selection testing process places a significant demand upon administrative and officer resources. Two admission and appeals officers (AAO's) spend up to two weeks each presenting selection reviews in January each year. Preparation for these reviews can take several weeks. The majority of selection reviews are not upheld. The proposal to move to a single day of testing at two central venues would reduce the amount of administrative time spent on organising the logistical arrangements for testing across all primary schools in the selective areas.</i> • If changes are focused on cost, then charge a fee to sit the test (perhaps just for out of catchment children?). I would have no issues with this. <p><u>Impact on pupils</u></p> <ul style="list-style-type: none"> • The proposal seems designed not to really test a child's ability as well as the current one by giving only one chance to demonstrate ability. • Not a single parent of a girl at Skipton girls has a positive thing to say about their selection test. It is misery for all from start to finish and has deterred less confident girls from sitting the test. <p><u>Support</u></p> <ul style="list-style-type: none"> • I can see a lot of benefits from changing the selection tests. • it is good to have an open fair experience for all children • I would therefore be in support of reducing the 3 days of tests to 2 days to be held at a central location, which I think will ensure the children have a fair chance of achieving their best marks. It will be the first time the majority of these children will have experienced testing within a formal environment and they are still very young. This hopefully meets the needs of the review and helps save money and administration time. <p><u>Queries</u></p> <ul style="list-style-type: none"> • How will the cut-off be agreed if less children sit the test? • <i>Officer comments - The cut off mark will be agreed in the same way as it is now. It is calculated on the basis of the top scoring 28% [or as close as possible] of all year 6 children who live within the Ripon catchment area, within the year 6 cohort, regardless of whether they sit the test. For Ermysted's Grammar School it is calculated on the basis of the top scoring 28% [or as close as possible] of all year 6 boys who live within the Skipton catchment area.</i> • It is important to leave spaces for the bright children who live close to school but are seen as being "out of catchment" e.g. Langthorpe, Boroughbridge, Kirby Hill, Norton Le Clay, Roecliffe are all within 8 miles and lots of children have siblings that hope to attend. they should still have this opportunity. How many spaces will be available for them to apply for and have these local children been informed of this consultation? • <i>Officer comments - Where a school is oversubscribed [that is there are more applicants than places available] all places must be allocated in accordance with the published oversubscription criteria. The oversubscription criteria for Ripon Grammar School do provide for the admission of out of catchment children if places are still available after the allocation of pupils within the higher</i>
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oversubscription priorities. We do not know how many places will be available for out of catchment applicants, this information will not be available until the date of allocation of places for September 2016 entry to school. Currently more than 30% of pupils on roll at Ripon Grammar School live outside the catchment area.

- We would like to understand in what way this proposal is an improvement for the children taking the test and believe the authority has a duty to explain this carefully which it has not done.
- *Officer comments - It is proposed that testing will take place later in September thus enabling children to have some time to settle back into school following the summer break. The proposal would limit the number of days during which children will be subject to the testing process thus limiting the levels of disruption and time away from school. The use of central testing venues would create a level playing field for all children.*
- Will there be a meeting to discuss this with parents and schools?
- *Officer comments - If the proposals for change are agreed by the County Council they will be implemented for testing in September 2015. Selection evenings are held at the grammar schools during the summer term when officers explain the selection testing process and respond to queries/ questions from parents.*

Bias

- The changes will benefit the children from private schools to the detriment of the state educated boys.

Bus Service

- Ripon families have had any element of preference removed by the removal of buses to other schools in county.

Protected Characteristics

- The effect on children will not be equal so it will affect those with a protected characteristic.
- *Officer comments - As noted in the draft Equality Impact Assessment (Appendix..) the authority will have provision in place to mitigate the effects including a multi-disciplinary panel that assess evidence provided by parents and schools to determine the reasonable adjustments required to meet our duty under the Equality Act 2010.*

(Officer responses in italics)

Importance of Local Provision	<ul style="list-style-type: none"> • Children in catchment, irrespective of their family status, should be given first priority. • <i>Within school admissions all looked after children and previously looked after children must be given first priority for admission to school. It is deemed to be good practice to afford the same priority within nursery admissions. Other vulnerable children are given priority on the basis of their particular needs where this is supported by professional recommendation. In practice the number of children admitted on priority 1 -3 is small.</i> • All children should be given an opportunity in they live in the area of North Yorkshire and in the catchment area of there (sic) schools and nursery schools. • <i>It is not clear what this respondent means. All parents are given the opportunity to apply for a nursery school/class place.</i>
Oversubscription Concerns	<ul style="list-style-type: none"> • Reducing places in already oversubscribed schools will only make things worse • I understand that this proposal is to improve stability for children who may otherwise lack such, but in overfilled areas such as those where large housing developments have been created this policy could lead to local children being denied local school placement. • <i>See the response above which explains that the number of children admitted under priorities 1 -3 is small, any children admitted under these priorities are likely to live within the catchment area of the nursery school/ class allocated</i>
Uncertainty about proposal	<ul style="list-style-type: none"> • It is not clear from the consultation documents what is changing. • <i>The proposed policy is unchanged form 2015-16, it published as part of the consultation for information and comment.</i>



Founded Circa 1492

ERMYSTED'S GRAMMAR SCHOOL

A Specialist Science College

Headteacher: Mr G Hamilton

Response to the consultation on proposed changes to the Admission Process by NYCC for Admission to Emmysted's Grammar School September 2016.

The Governors of Emmysted's Grammar School appreciate the opportunity to contribute to the consultation process regarding changes to the Admissions. They acknowledge the process ought to be reviewed in the light of funding cuts but that review must also at least maintain or preferably improve aspects of fairness, equality and reliability.

1 Discontinuation of Selection Reviews

The Governors have no objection against the discontinuation of the Selection Reviews. The issues discussed at Review are often repeated at Statutory Appeals and Governors feel considerable savings could be made in this area.

2 Move to one day testing

The Governors urge NYCC to retain the two tests as currently exists i.e. each boy has two attempts at the VR & NVR tests. The two tests provide a much greater degree of reliability and will reinforce parents' perception of the tests as fair. The Governors object to the proposed reduction to one attempt at the test believing that it will do little to engender confidence in the selection process and will not be sufficiently reliable.

3 Testing venue

Emmysted's Grammar School is prepared to make the school's facilities freely available to provide a venue for testing on Saturdays towards the end of September.

The proposals suggest NYCC will bear the cost of all invigilation and administration costs (see item 5 below).

4 Discontinuation of Familiarisation Tests

The Governors appreciate savings could be made in this area and have no objection to the Familiarisation Tests being discontinued. The costs of commissioning, printing, administration and invigilation involved in the Familiarisation Tests are likely to be considerable.

Should the Familiarisation Test be discontinued then the Governors request that material is made freely available to parents to allow children to practice VR & NVR questions. The material could be placed on the school's website and to ensure equality of access, paper copies could be made available for families through in-area primary schools where such access is difficult or non-existent.

The cost of the providing pre-testing material would be borne by NYCC .



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5 Administration

Ernysted's Grammar School is prepared to discuss the transfer of many of the administrative tasks from NYCC to the school. Examples could include:

- Contacting in-area parents to inform them of testing
- Receiving and recording all applications for testing
- Organising all practical arrangements for testing at EGS

However, we would wish NYCC to maintain responsibility for marking and standardisation of the tests and conducting any Admission Appeals.

The cost of all additional administrative work would be borne by NYCC.

6 Appeals

The Governors recognise the significant costs in holding Admission Appeals and therefore suggest for entry in September 2016 all Admission Appeals are held on the school site. The school will make its facilities freely available for the Appeals.

The staffing of the Appeal Panel and clerking each Appeal will remain the responsibility of NYCC.

7 'Opt in'

The Governors strongly recommend the current arrangements for in-area boys continue. Parents of in-catchment pupils should have to opt out of the tests and not have to opt in. Those living out of area will need to opt in.

We would welcome the opportunity to develop our primary liaison work by visiting all in-area primary schools in the Summer and early Autumn Term to explain the application and testing process to parents and pupils.

The Governors are concerned that by moving to tests held on Saturdays, vulnerable pupils whose parents cannot/will not be able to transport them to school may be disadvantaged. We would therefore hope that NYCC would encourage primary schools to use Pupil Premium money to offer assistance with transport for those pupils eligible for Pupil Premium.

8 Timetable

The two latter points raised in Item 7 would become more practicable if the dates for registering and testing were amended. We support the suggestion made by Ripon Grammar school of a later date for registering and testing in late September.

The removal of non-statutory reviews is likely to streamline the process but is likely to increase the number of Appeals. However, a more streamlined process would allow testing in late September and still allow the Local Authority to meet the statutory deadlines for allocation in March.

Conclusion

The Governors at Ernysted's are fully aware of savings to be made by streamlining the selection process. However, the system must retain its integrity and reliability. This can be achieved if:

- The selection process maintains two attempts at the tests and aggregates the best scores
- Familiarisation tests are discontinued but familiarisation material is made freely available to all in / out area pupils
- The "opt-out" arrangements continue for in-area pupils
- All pupils have the same /similar experience on testing days at a single venue

- Selection Reviews are discontinued and Admission Appeals are held on school site
- The school accepts some of the administrative tasks associated with the testing process
- The costs for administration and invigilation remain the responsibility of NYCC
- The responsibility for Statutory Appeals remains with NYCC

If adopted in full, these changes will offer NYCC considerable savings whilst simultaneously improving the outreach of Ermysted's to more disadvantaged children and improving their chances of social mobility which is a fundamental tenet of our school.

Once the consultation deadline has closed we would welcome an opportunity to discuss these suggestions with Local Authority colleagues and with colleagues at Ripon Grammar School.

May I ask you bear in mind we have a commitment to the town's Puppet Festival on Saturday 3 October 2016 and would ask that in scheduling dates for testing then this date is avoided.

Yours faithfully

Graham Hamilton
Headteacher

Anthony G Barrett
Chair of Governors



NYCC consultation on the selection testing scheme

Response from Ripon Grammar School – January 2015

- 1 Since any changes to the scheme will require the active involvement of Ripon Grammar School [RGS] we thought it more appropriate to send a separate, detailed response rather than use the response form on the NYCC website.
- 2 We would also hope that RGS and Ermysted's GS (the "schools") can meet with colleagues from the NYCC admissions team to discuss any proposed changes once the consultation has closed and responses have been evaluated and before the report to Members has been drafted. We have shared this response with the Governors and Headmaster of Ermysted's GS.
- 3 **Transparency, fairness and the public perception of fairness must underpin every aspect of the review and possible changes.** Selection (transfer) testing still has the potential to be controversial; this review must not ignite controversy.
- 4 NYCC's reported costs of testing (£181k) are clearly excessive and could bring transfer testing into disrepute. RGS is very keen and willing to engage positively and proactively with NYCC colleagues at ways in which the testing can be done at less cost whilst retaining, or even enhancing, the effectiveness of the process. We note that NYCC's stated reason for the consultation (consultation document section 2), other than saving money, is to do things (i.e. testing) in a better way. We fully endorse that objective.
- 5 **Whilst accepting 4 above we are quite clear that there must be no compromise on (a) the quality and nature of the tests; (b) the reliability of the tests; (c) the accessibility of the tests and (d) safeguarding those who might be vulnerable within the tests.** If the revised testing arrangements fail on any of the above, parents, primary schools and the wider public will be justifiably concerned.
- 6 On 5(a) [quality and nature of the tests] we agree with NYCC's proposal to continue with just VR and NVR tests from a reputable testing agency. Although there are a range of such agencies we see no need to change from the tests produced by GL assessments as now.

- 7 On 5(b) [reliability of the tests] we do not believe that a single test session involving just one VR and one NVR test is sufficient to ensure the reliability of selection and retain public confidence. **There should be 2 test sessions (as now), on different days.** We see no need for a separate session for familiarisation. Retaining 2 test sessions should satisfy any parental concerns about reliability and obviate the need for selection reviews. Given this condition we therefore agree that selection reviews should be discontinued.
- 8 However, notwithstanding 7 above, familiarisation materials should be readily available and promoted to parents and primary schools. If there is a cost, which parents, especially less well off parents, cannot afford then these should be provided free either by the primary school or by RGS using Pupil Premium monies, or by NYCC itself seeing it as part of its duty to less advantaged families.
- 9 **On 5(c) [accessibility of the tests] we are strongly of the view that parents of in-catchment pupils should have to opt out of the tests (as now), not opt in.** Out-of-catchment pupils will continue to apply (opt-in) as now.
- 10 Further on 5(c), we recognise that even for in-catchment parents who do not opt out, they may not get their child to the venue for the tests on the day (a Saturday), unlike now where the tests are done in school time in the primary school (for in-catchment pupils). Children from less motivated families could therefore be disadvantaged through no fault of their own. This requires positive action to minimise this risk. We therefore propose:
- **A closing date for applications of early September.** The current closing date of mid August is much too early. This will enable RGS to hold further open evenings for parents and children and enable primary schools to remind parents of the test dates.
 - **Test dates of mid to late September.**
 - **If change is implemented for 2015 we propose**
 - a closing date for notification to opt out or to apply to take the tests of 11th September (1:00 pm).
 - 1st test date: Saturday 19th September
 - 2nd test date: Saturday 26th September
 - Reserve test date for absentees: Tuesday 29th September

- 11 On 5(d) [safeguarding those who might be vulnerable within the tests] we propose
- A well-published reserve date for those who are ill on the day of the test(s) with the usual requirements of notification (to RGS) and medical evidence. This would also apply for students who are ill during the tests.
 - that NYCC provides transport for those in-catchment pupils who cannot otherwise get to the test centre (RGS) on Saturdays 19 and 26 September.
 - that NYCC ensures that modified test papers are available for those with proven disabilities, with extra time allowance being granted as appropriate.
 - that any pupil who does not attend the first test from in-catchment, and has not withdrawn from testing is contacted to ensure that they do not want to sit the test.
- 12 We are very happy for the tests to be taken in RGS on Saturdays in September (see proposed dates in 10 above). This provides a level playing field for all candidates, both in-catchment and out-of-catchment. We recognise that this will involve RGS in additional familiarisation work with parents, children and primary schools but accept that as part of our educational responsibility.
- 13 **Because RGS will become the centre for testing we are strongly of the view that all practical arrangements for the tests should be handled by RGS.**
- NYCC admissions colleagues would provide RGS with the full list of in-catchment pupils who have not opted out and the full list of out-of-catchment pupils who have applied.
 - RGS will administer all in-house arrangements: arrival, reception & pick up after the tests; emergency contact on the day, room layouts, invigilation, refreshments, and contacting parents to inform them of all arrangements. RGS will also liaise fully with all primary schools so that they too are aware of all practical arrangements.
 - NYCC would retain responsibility for organising any transport for in-catchment children who need it and for informing parents of the arrangements for transport.
- 14 NYCC will collect all completed answer sheets from RGS and forward them to the test agency for marking and standardising.
- 15 As now, NYCC will receive all marks, determine the 28% cut off point and inform parents about whether their child has reached the required standard in time for parents to complete the CAF, with outline data provided to RGS.
- 16 As now, late testing (i.e. after 31st October) to be organised by NYCC colleagues.
- 17 As now, NYCC will notify all parents of the offer of places on national offer day (1st March).

18 As now, NYCC will handle all appeals. This ensures independence from RGS and retains public confidence in the independent appeals process. However, there is no reason why these independent appeals cannot be held at RGS thus saving money, and we are very happy to consider the practicalities of this.

19 **Savings**

Without seeing how the current £181k costs are attributed it is not possible for us to quantify the savings, but they should be substantial. Areas readily identified are

- 2 tests against the current 3
- No costs of selection reviews
- No costs associated with hire of a venue for testing
- No costs associated with hire of venue for appeals

20 **Additional costs**

- Transport costs for those in-catchment pupils who cannot otherwise get to RGS to be tested.

21 **Costs for which NYCC would transfer funding to the schools.**

There may be opportunities for savings but, at worst, these should be effectively cost neutral and would include

- Invigilation costs
- Some administration costs

We look forward to discussing this response to the consultation with NYCC colleagues.



M L Pearman
Headmaster



Peter Mason
Chair of Governors

South Craven School

SUPPORTED BY SOUTH CRAVEN ACADEMY TRUST



RESPONSE OF SOUTH CRAVEN SCHOOL GOVERNING BODY ON PROPOSED CHANGES TO ERMYSTED'S GRAMMAR SCHOOL ADMISSIONS POLICY FOR 2016/2017

The school's published admission number is 112. This was increased from 87 in 2003. At the time the argument made was that for the two single sex selective schools (Ermysted's Grammar School and Skipton Girls' High School) had to operate the same system and have the same numbers. Given that Skipton Girls' High School is now operating a different system and has a different admission number (116) we would respectfully put forward that the number should revert to 87.

The changes to the selective arrangements, we believe, will exacerbate an existing flaw in the arrangements. The concept of creating a pass mark based on the result of the top 28% of in area students taking the test can only work properly if all students take the test. We would argue that the new testing arrangements where parents have to ensure their child attends testing will mean that a significant number of students either opt out or do not attend. This will mean that the pass mark is depressed as all students not taking the test will score 0 and yet will be used to calculate the cut off mark which will lower the standard required for entry. We argue that it has always been a flawed system as it gives parents and other schools no clarity on the number of students to be admitted from within the catchment area. We note that other selective schools, eg King Edward VI Grammar School and Chelmsford High School for Girls in Essex have consulted on taking 80% of students from their catchment area. We believe this flaw must be remedied and the number of in area and out of area students to be admitted be a clear part of the policy that is properly consulted upon. Indeed if this route is pursued it obviates the need for other over subscription criteria, the top performing in area students gain the places reserved for them with the top performing out of area students filling up the remaining places.

Iain Harris
Chairman
South Craven Governing Body

January 2015

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8 December 2014

Ms C McMackin
Lead for Admissions
North Yorkshire County Council
County Hall
Northallerton
DL7 8AE

Dear Ms McMackin

Response to Eskdale School's Catchment Area Consultation

The Governing Body of Caedmon College Whitby understand why this issue is being consulted upon and would like to make the following points for serious consideration.

- Whitby Community College expanded to take in students in years 7 to 9 from Caedmon School, that technically closed in August 2014. As part of this process and the associated consultation, there was no mention of having to compete for students by extending the catchment area of Eskdale School.
- As part of this consultation, there has been nothing discussed or published by the Local Authority that would help Caedmon College Whitby to manage a reduced roll, adjust its staffing or secure a broad curriculum for Post-16 students in times of serious financial constraint.
- Funding information from Local Authority finance officers currently means that we are now predicting a shortfall of up to £1m in the 2016/17 financial year, based on our current student numbers; any fewer students would be disastrous.

If approved, and we all agree it probably will be, the community will see the new admission arrangements as more equitable, but we would like support from the Local Authority to secure the correct level of funding in order to provide the curriculum we want for all our students, particularly post-16.

Yours sincerely

Mr R P Simpson
Chairman, on behalf of the Governing Body
Caedmon College Whitby

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Associate Principal:
Tony Hewitt, BEd (Hons), MA

Principal:
Keith Prytherch, BEd, MBA

