

## **ADMISSIONS POLICY 2020**

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### **1.0 Admissions for September Entry into Year 7**

**Open Evening : Wednesday 18<sup>th</sup> September 2019, 6.00p.m. to 9.00p.m.**

Glenthorne High School is part of the Pan London co-ordinated admissions scheme for secondary admissions. Parents must complete their Home Local Authority (LA) Common Application Form (CAF) and return it to their Home Local Authority by the closing date. Sutton's CAF is available in Sutton's Starting School booklet or on-line at [www.sutton.gov.uk/admissions](http://www.sutton.gov.uk/admissions). If you wish to apply for a place at Glenthorne you must name the school as one of your preferences on the CAF.

Open Evening information and admission criteria are published in the Sutton Admission Booklet. Further information is available on the school's website.

The School will use the following timetable for the Academic Year 2019-2020 which, wherever possible will fit in with the common timetable agreed by the Sutton Admissions Forum or LA.

- September The on-line web form for the 24 selective places based on aptitude in the Performing Arts must be completed by midnight on **Friday 27<sup>th</sup> September 2019**.
- October All applicants for the aptitude places in the Performing Arts will be invited to attend the Workshop Day on **Saturday 12<sup>th</sup> October 2019** if the on-line web form is completed in full, including a photo of the applicant.  
  
CAF to be completed and returned to the applicant's home LA by **Thursday 31<sup>st</sup> October 2019**.  
  
All parents/carers who wish to register their children for the English and Maths banding tests must complete the on-line web form by **Thursday 31<sup>st</sup> October 2019**. The registration process is open from **Monday 1<sup>st</sup> July 2019**.
- November Sutton LA will notify the school of every application received for the school.  
  
All applicants will be invited to sit an English and Maths banding test on **Saturday 23<sup>rd</sup> November 2019**.
- December All applicants unable to sit the English and Maths banding tests on Saturday 24<sup>th</sup> November 2018 due to illness or holiday will be invited to a second and final testing opportunity on **Friday 29<sup>th</sup> November 2019**.
- January The School will provide Sutton LA with an electronic list of applicants in criteria order.
- March Offer letters will be posted or uploaded by the applicant's home LA. The deadline for acceptance of a place is two weeks from the offer date.

c.1. **Published Admission Number (PAN) for Year 7**

Glenthorne High School has 247 places available in Year 7, including children with and Education, health & Care Plan (EHCP). Included within this figure are:

- a) Children with an EHCP which names Glenthorne High School will be allocated a place before other applicants are considered.
- b) A maximum of 4 places in the ASD Base for pupils with an EHCP with mild ASD. ASD Base admissions must meet the following criteria:
  - Pupils must have an EHCP identifying Autistic Spectrum Disorder (ASD) as the prime need.
  - Pupils have demonstrated, within primary education, that they can access a mainstream education.
  - In cases of oversubscription, priority will be given to Sutton residents.

Please see the full ASD Base admissions criteria in Appendix A.

All children with an EHCP which names Glenthorne High School will be allocated a place in the band in which they fall, regardless of whether the number of places within that child's band have been exceeded.

- c) A maximum of 24 places for children with an aptitude in the Performing Arts. See Section 4.0 for further details.

## 1.2 **Banding**

The remaining 223 places will be allocated to children using a "banding system", including children with an EHCP. All applicants will be tested and placed in one of nine ability bands based on their test results. The nine bands will be based on locally standardised results in an English and a Maths test. The "banding system" is used to ensure a comprehensive intake of children of all abilities into Year 7. It is not used to select children with a higher ability over those with a lower ability. Once children have been placed in the band which accords to their test results, the mark they achieved will not be considered any further during the admission process.

**Pupils taking the English and Maths banding tests will be given priority, so it is imperative that all pupils seeking a place at the school sit the English and Maths banding tests.** In exceptional circumstances, in the case of inability to sit the English and Maths banding tests due to serious illness or a learning disability or difficulty, proxy indicators of ability from the Primary School will be used. Once the results are known, the children will be placed in one of nine bands (devised using locally standardised results) according to their results as follows:

<b>Band</b>	<b>Test Result</b>
Band 1	Below 74
Band 2	74-81
Band 3	82-88
Band 4	89-96
Band 5	97-103
Band 6	104-111
Band 7	112-118
Band 8	119-126
Band 9	Above 126

Places available are distributed between each of the nine bands. Indicative percentages / numbers below are based on current national averages as follows:

<b>Band</b>	<b>Percentage of Places</b>	<b>Number of Available Places</b>	<b>Number of Available Places Under Worcester Park Priority</b>
Band 1	4%	8	1
Band 2	7%	14	2
Band 3	12%	23	3
Band 4	17%	33	5
Band 5	20%	40	5
Band 6	17%	33	5
Band 7	12%	23	3
Band 8	7%	14	2
Band 9	4%	8	1
<b>TOTAL</b>	<b>100%</b>	<b>196</b>	<b>27</b>

## 1.3 **Order of Priority/Over-Subscription within Each Band**

Children will be allocated a place in the band in which they fall in the following order of priority:

**Priority 1: Looked After and Previously Looked After Children**

Looked After Children, or previously Looked After Children who were previously looked after but, immediately after being looked after, became subject to an

adoption, residence or special guardianship order, will be allocated a place in the band in which they fall. A looked after child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (Section 22(1) of the Children Act 1989).

The children in this priority group will be allocated a place in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

**Priority 2: Children with Exceptional Medical or Social Reasons for attending Glenthorne High School**

Children with exceptional medical reasons or exceptional social reasons for attendance at Glenthorne High School, rather than at any other school, where the applicant can show that Glenthorne High School is the most suitable school to meet the child's stated needs, why no other local school could meet those needs, and can outline what the difficulties would be if the child had to attend another school, will be allocated a place in the band in which they fall.

The children in this priority group will be allocated a place in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

Applications must be in writing and supported by written evidence from a Doctor, Social Worker or Borough School Attendance Officer. Applications will be assessed by the Trustees' Admissions Committee against a set of criteria. Refugees and Asylum Seeking children may be included in this priority group, depending on individual circumstances.

**Priority 3: Children of Permanent Staff Employed by Glenthorne High School**

Children of permanent staff will be allocated a place in the band in which they fall where;

- the member of staff has been employed at the school for two or more consecutive years at the time at which the application for admission to the school is made; **or**
- the member of staff employed by the school has been recruited to fill a vacant post for which there is a demonstrable skill shortage.

The children in this priority group will be allocated a place in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

**Priority 4: Children with a Sibling at Glenthorne High School**

Children who have a sibling at Glenthorne High School in Years 8 to Year 12 at the time of admission, will be allocated a place in the band in which they fall.

The children in this priority group will be allocated a place in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

The term sibling includes a brother or sister, a half-brother or half-sister, an adopted brother or sister, a step-brother or step-sister, and a child of the parent or carer's partner. In all cases, the sibling must live as part of the same family unit as the child for whom a place is sought, at the same address from Monday to Friday each week.

Where a sibling is in Year 11 or Year 12 at the time of application, they will be deemed as being in the school at the time of admission, unless their parent has specifically expressed that they will not be continuing into the following academic year.

**Priority 5: Children Living in Proximity to Glenthorne High School**

Children will be allocated a place in the band in which they fall, on the basis of the proximity of their home address to the school, with those living closer to the school receiving higher priority. The distance is measured in a straight line from the main front door of the school to the child's home address.

**Priority 6: Children Living 1.5 Kilometres or Under to the Specified Junction**

Children living 1.5 kilometres or under from the junction of Langley Avenue, Boscombe Road, Dorchester Road and Clarkes Avenue in Worcester Park (the "Specified Junction") will be allocated a place, subject to a maximum of 27 places being available under this priority.

The distance will be measured in a straight line from the centre of the junction where the four roads intersect to the front door of the child's home address, with those children living closer to that point receiving higher priority.

**1.4 Aptitude Places**

Up to 24 places will be allocated to children with an aptitude in the Performing Arts (Music, Dance or Drama). Where all 24 Aptitude Places are not filled, the remaining places will be added to the other places available. Please refer to Section 4.0 for further details.

Children applying for an Aptitude Place may also be considered for banded places if they sit the English and Maths banding tests outlined in paragraphs 1.2 and 1.3. Applicants who are unsuccessful in gaining an Aptitude Place will be considered in accordance with the order of priority outlined in paragraph 1.3.

**1.5 Under-Subscription within a Band**

Once all places have been allocated following the criteria set out in paragraph 1.3 under Priorities 1 to 6, if any band has places remaining within it, these places will be allocated as follows:

- Band 1 - to any remaining children in Band 2 who have not yet been allocated a place, in the same order of priority as outlined in paragraph 1.3;
- Bands 2, 3, 4, 5, 6, 7 and 8 - to any remaining children in the bands above and below who have not yet been allocated a place, alternating between the upper and lower bands

between allocations and starting with the band above, in the same order of priority as outlined in paragraph 1.3;

- Band 9 – to any remaining children in Band 8 who have not yet been allocated a place, in the same order of priority as outlined in paragraph 1.3.

If, after carrying out this exercise, there are any places remaining in any band, they will be allocated to any children who have not yet been allocated a place, **irrespective of their band**, in the priority order above (Priorities 1 to 6) as outlined in Paragraph 1.3 and then any

other children without a place including those who didn't sit the English and Maths banding tests.

### **1.6 Home Address and Distance Calculation**

The child's home address excludes any business address, a relative's address or a child minder's address, and must be the child's normal place of residence. If there is a genuine equal share custody arrangement between two parents, the address that will be used will be the address of the parent who is claiming Child Benefit for the child.

All distances will be measured using a computerised Geographical Information System maintained by Sutton Admissions Team.

The address to be used for the initial allocation of places in Year 7 will be the child's address at the closing date for application. Changes of address up to 13<sup>th</sup> December 2019 may be considered if there are exceptional reasons for the change, such as if the family has just moved to the area, or has returned from abroad. Parents and carers have a responsibility to notify the Local Authority of any changes of address.

Any offer of a place is conditional upon the child living at the address on 13<sup>th</sup> December 2019.

The address to be used for waiting lists, after the initial allocation, will be the child's current address.

### **1.7 Tie Breaker**

Where the order of priority between two children cannot be established because they live an equal distance from Glenthorne High School (or from the Specified Junction), the order of priority in which these children will be allocated places will be decided by the drawing of lots. For the avoidance of doubt, this tie breaker will apply to two children applying to enter Year 7 in the same academic year who live at the same address (for example, twins or step-siblings).

### **1.8 Notification and Acceptance of Offers**

Notification of offers of places will be sent to parents or carers by the Local Authority on the National Offer Date, currently 2<sup>nd</sup> March 2020.

Written acceptance of the offer of a place should be received by the home Local Authority by the closing date as determined in the offer letter.

### **1.9 Late Applications up to 2<sup>nd</sup> March 2020**

Application forms received after the closing date will be considered after those that were received on time, unless exceptional circumstances apply in accordance with the Local Authority's rules on late applications. All late applicants will be tested and placed in one of nine ability bands based on their test results.

Changes of address up to 13<sup>th</sup> December 2019 may be considered if there are exceptional reasons for the change, such as if the family has just moved to the area, or has returned from abroad.

If parents or carers are unsure whether their circumstances would be regarded as exceptional circumstances or reasons, the child's home Local Authority can be contacted for further advice.

### **1.10 Waiting Lists**

Where there are more children applying than the total number of places available in Year 7, a waiting list will be maintained. Children on the Year 7 waiting list will be ranked in accordance with the order of priority outlined in paragraph 1.3 above, with the children remaining in their bands, and not in relation to the date that the application was received or when the child's name was added to the waiting list. Where parents wish to add their child's name to the waiting list, all applicants will be tested and placed in one of nine ability bands based on their test results.

The waiting list for Year 7 admission will be kept open until the end of the Autumn Term 2020. Parents or carers who want their child to remain on the waiting list (which will become the Mid-Term waiting list) after this date must write to Sutton Local Authority by 31<sup>st</sup> December 2020 confirming their decision, providing the child's name, date of birth and the name of their current school.

After 31<sup>st</sup> December 2020, parents or carers of children who are not already on the mid-term waiting list must apply for a mid-term admission through Sutton Local Authority Admissions, if they wish to apply for a place. Mid-term waiting lists will be ranked in the order of priority outlined in paragraph 1.3 above, however the children will not be placed in bands.

Waiting lists for all other year groups will be reviewed at least twice a year. Further information regarding mid-term admissions is contained in paragraph 2.0 below.

Parents and carers should note that their child's position on the waiting list may go down as well as up. This is because other children might be added to the waiting list who have a greater priority for a place in accordance with paragraph 1.3 above, for example, when a new family move into a property which is closer to Glenthorne High School, or when a family who had not previously named Glenthorne High School as a preference, asks for their child to go on the waiting list after the initial allocation date.

### **1.11 Appeals**

Parents or carers have a statutory right of appeal under the School Standards & Framework Act 1998 if a place is not offered.

Appeals for entry in September 2020 must be received by Friday 3<sup>rd</sup> April 2020 at the latest if these are to be heard by the Independent Appeals Committee by 5<sup>th</sup> July 2020. Appeals received after this date, where possible, will be heard by 5<sup>th</sup> July; however, this will depend on the date the appeal is lodged and cannot be guaranteed. Where it is not possible to hear these appeals, the appeal will be heard as quickly as possible, but appeals lodged after Friday 22<sup>nd</sup> May 2020 will not be heard by the end of the Summer Term.

### **1.12 Admission of Children Outside Their Normal Age Group**

Children are educated in school with others of their age group. However, parents may request that their child is exceptionally admitted outside their age group. The school will decide whether or not the individual child's circumstances make this appropriate, taking into account the child's individual needs and abilities and considering in which year group these needs can best be met. Such requests will only be agreed in exceptional circumstances.

Decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group.

All requests should include recent professional evidence of the child's circumstances which make education outside the age group necessary. Evidence must be of the individual child's need, rather than general factors which relate to a wider group of children born at a similar time.

Parents requesting admission to an age group below the child's actual age should submit an application for the child's actual age group before the relevant closing date. The request for later admissions should accompany the application. This enables the application to be processed and a school place secured in the child's actual age group if the request is refused by the school. Parents will be informed of the outcome of their request.

## **2.0 Mid-Term Admissions into Years 7 to 11 (After 1<sup>st</sup> September 2020)**

Glenthorne High School is part of Sutton Local Authority's Co-ordinated Admissions Scheme for Mid-Term Admissions. Applications for admission to Year 7 after 1<sup>st</sup> September 2020 and for admission into Years 8 to 11 must be made to Sutton Local Authority Admissions on their Mid-Term or In-Year application form. If you wish to apply for a place at Glenthorne High School, you must name the school as one of your preferences on the application form.

Children applying for a place in Year 7 after the normal admissions round but before 31<sup>st</sup> December 2020 will take the English and Maths banding tests so that they can be placed on the Year 7 waiting list during the Autumn Term in their relevant band as well as ranked in accordance with the order of priority outlined in paragraph 1.3 above.

Children applying for a place in Year 7 after 31<sup>st</sup> December 2020 will not take the English and Maths banding tests, and will be included on the Year 7 mid-year waiting list ranked in accordance with the order of priority outlined in paragraph 1.3 above only.

Waiting lists will be maintained for each year and reviewed at least twice a year, and will be based upon the over-subscription criteria/order of priority outlined in the admissions arrangements which were applicable when that year group originally entered Year 7. For the new Year 7 intake, the waiting list will be reviewed at the end of the Autumn Term, after which time banding will cease to apply.

Further auditions will be arranged as and when a vacancy arises for an Aptitude Place. Any applicants scoring 32 or above will be allocated a place or put on the ranked waiting list according to their score in the aptitude test. Applicants will be required to complete the Mid-Term or In-Year application form in addition to the supplementary form for the Performing Arts.

Parents and carers have a statutory right of appeal if a place cannot be offered. An appeal form is available from the school upon receipt of a written request. Appeals will be heard by an Independent Appeals Committee and must be heard within 30 working days.

## **3.0 Entry to the Sixth Form in September 2020**

**Open Evening: Wednesday 16<sup>th</sup> October 2019, 6.00 p.m. to 8.00 p.m.**

Young persons wishing to enter Glenthorne High School's Sixth Form may be in Year 11 at Glenthorne High School ("internal pupils") or following courses at other schools ("external candidates"). Internal pupils are already on the roll in Year 11 and can transfer into Year 12 if they achieve the minimum entry requirements. Internal pupils will therefore not need to be formally admitted. External candidates do need to formally apply for admission to Glenthorne High School's Sixth Form. The



academic entry requirements are the same for both internal pupils and external candidates. There are also academic entry requirements to transfer from Year 12 to Year 13.

The Sixth Form Prospectus is available from the school. The course booklet showing the range of courses available can be downloaded from the school's website.

### **3.1 Published Admission Number (PAN) for the Sixth Form**

Glenthorne High School has a total of 200 places available in Year 12 for internal pupils and external candidates. The Published Admission Number (PAN) for external candidates is 30 places, however it is possible that the school may be able to offer more places to external pupils once it is known how many Year 11 pupils will be transferring to Year 12, and the level of enrolment for individual courses and subjects is known.

Internal pupils and external candidates who have a minimum of five GCSEs at grades 9-4 including English Language or English Literature and the entry criteria for their chosen courses (see the subject entry criteria) follow three or four Advanced Level courses, three of which must be continued to the full Advanced Level.

### **3.2 Academic Entry Requirements**

#### **Academic Entry Requirements for Year 12:**

The academic entry requirements for each subject are contained in Appendix B and Appendix C.

### **3.3 Internal Pupils**

Internal pupils should notify the school during Year 11 of their wish to stay on to follow courses in the Sixth Form, complete an application form and submit this to the school by the application closing date.

### **3.4 External Candidates**

Applications for places from external candidates can be made by either the parents or carers of the candidate, or the candidate themselves. Places are allocated on receipt of the completed application form in accordance with the order of priority outlined in paragraph 3.5 below. If the selected course is full but there are still vacancies on other courses after considering all internal pupils' and external candidates' applications, discussions will be held to establish if an alternative course can be offered.

### **3.5 Order of Priority/Over-Subscription**

External candidates who achieve the academic entry requirements for their chosen course will be allocated a place in a similar order of priority to those being admitted to Year 7, namely:

Priority 1: Candidates with a statement of SEN which names Glenthorne High School

Priority 2: Looked After and Previously Looked After candidates

Priority 3: Candidates with exceptional medical or social reasons for attending Glenthorne High School's Sixth Form

Priority 4: Candidates who are the children of permanent staff employed by Glenthorne High School

Priority 5: Candidates with a sibling at Glenthorne High School

Priority 6: Candidates whose home address is closest to Glenthorne High School, in accordance with the measurement criteria in Priority 6 of paragraph 1.3 above. For the avoidance of doubt, the reference to the Specified Junction will not apply, and candidates living closer to Glenthorne High School will be given higher priority.

Further details in relation to the priorities can be found in paragraph 1.3 above.

### **3.6 Applications**

The application form to be completed by both internal pupils and external candidates can be obtained from the school, or downloaded from the school's website.

Applications from internal pupils should be returned to the school by Friday 22<sup>nd</sup> November 2019 and application from external candidates should be returned to the school by Friday 6<sup>th</sup> December 2019.

### **3.7 Appeals**

If an external candidate is not offered a place, both the parents or carers and the student have a right to appeal, either jointly or separately. If appeals are lodged separately, both appeals will be heard together.

## **4.0 Selective Places based on Aptitude in the Performing Arts (Dance, Drama & Music)**

### **Workshop Date : Saturday 12<sup>th</sup> October 2019**

Glenthorne High School grants priority to up to 24 children on the basis of their aptitude for the Performing Arts (Dance, Drama and Music).

The on-line web form for a selective place in the Performing Arts must be fully completed including a photograph of the child by no later than Friday 27<sup>th</sup> September 2019. Only web forms fully completed by midnight on Friday 27<sup>th</sup> September 2019 or earlier will be accepted.

All children will be invited to attend a workshop if the on-line web form is completed in full. The workshop will give all children the opportunity to demonstrate their potential and propensity to develop ability in the Performing Arts. The final 24 successful applicants will be the children who gain the highest marks when assessed for aptitude in the workshop. It will be an objective process, assessed by an independent assessor.

The highest mark a child can gain is 50; any child who scores 31 or less would be deemed unsuccessful. There will be a reserve list of those children who scored 32 or more marks. The final marks are determined by an independent assessor.

Parents or carers will be notified of the result of the workshop in the week beginning 14<sup>th</sup> October 2019. If the child scores enough marks to be considered for a selective place, Glenthorne High School must be named as a preference on the Common Application Form for the application to be valid. However, success in the workshop does not automatically mean that the child will be offered a place at Glenthorne High School, because each year there are more children who score 32 or more marks than there are places available.

To be considered for a place under this priority, the on-line web form must be completed in addition to the Common Application Form. Please contact Mrs Bedford at Glenthorne High School on 020 8644 6307 extension 201 if you have any questions relating to the workshops.

Children applying for an Aptitude Place may also be considered for banded places if they sit the English and Maths banding tests outlined in paragraphs 1.2 and 1.3. Applicants who are unsuccessful in gaining an Aptitude Place will be considered in accordance with the order of priority outlined in paragraph 1.3.

## 5.0 Useful Background Information for Parents

### **Number of Applications Received for entry in September 2018**

The total number of on-time applications received for Glenthorne High School for the September 2018 intake was 1,695.

### **Performing Arts Workshop Applications**

<b>Total Number of Applicants</b>	<b>Number of Pupils 2016</b>	<b>Number of Pupils 2017</b>	<b>Number of Pupils 2018</b>
Number of pupils registered for Workshops and Banding Tests	234	279	289
Number of pupils registered for Workshops only	7	7	5
Number of pupils who withdrew	-	16	10
Number of pupils who did not attend	38	30	25
Number of pupils tested	203	240	259
Number of pupils deemed to be of selective ability	177	206	237
<b>TOTAL</b>	<b>241</b>	<b>286</b>	<b>294</b>

### **Banding Tests**

<b>Total Number of Applicants</b>	<b>Number of Pupils 2016</b>	<b>Number of Pupils 2017</b>	<b>Number of Pupils 2018</b>
Number of pupils registered for banding tests	1005	1132	1268
Number of applications without photos, therefore considered incomplete	36	40	99
Number of fully completed applications	969	1092	1169
Number of pupils who attended	864	990	1080
Number of pupils who did not attend	105	102	89

<b>Band</b>	<b>Percentage of Places</b>	<b>Number of Available Places</b>	<b>Number of Available Places Under Worcester Park Priority</b>	<b>Total Number to be Ranked in each Band 2016</b>	<b>Total Number to be Ranked in each Band 2017</b>	<b>Total Number to be Ranked in each Band 2018</b>
1	4%	8	1	31	38	53
2	7%	14	2	71	86	77
3	12%	23	3	103	123	100
4	17%	33	5	142	152	206
5	20%	40	5	149	176	178
6	17%	33	5	160	167	190
7	12%	23	3	107	134	151
8	7%	14	2	80	88	116
9	4%	8	1	21	26	9
<b>TOTAL</b>	<b>100%</b>	<b>196</b>	<b>27</b>	<b>864</b>	<b>990</b>	<b>1080</b>

### Distance Information

The distance, measured in metres, from the child's home address to the school for those offered places at the initial allocation stage for the last three years is:

Band	2016	2017	2018
1	681.860	1133.570	* See below
2	909.990	466.180	* See below
3	569.760	910.750	1220.110
4	1137.660	1147.780	960.960
5	1492.660	1290.580	1433.840
6	1615.880	1447.070	1065.370
7	2395.680	1789.320	1667.420
8	3139.120	3081.000	3593.990
9	** See below	** See below	4438.260

\*No places were offered under Priority 5 in Band 1 in 2015 and 2018 as all the places were allocated to children with a Statement of Special Education Needs and to children under Priorities 1 to 4.

\*\* Band 9 was under-subscribed in 2016 and 2017, so the additional places were offered to children in Band 8.

### Appeals Information

The table below summarises the secondary school appeals for the previous three years:

#### 2018

There was a success rate of approximately 19%.

- (i) 56 appeals were lodged parents/carers
- (ii) 3 appeals were cancelled by parents/carers
- (iii) 53 appeals were heard by the Independent Appeal Panel
- (iv) 43 appeals were dismissed (were not successful)
- (v) 10 appeals were upheld (were successful)

#### 2017

There was a success rate of approximately 13%.

- (i) 38 appeals were lodged by parents/carers
- (ii) 0 appeals were cancelled by parents/carers
- (iii) 38 appeals were heard by the Independent Appeal Panel
- (iv) 33 appeals were dismissed (were not successful)
- (v) 5 appeals were upheld (were successful)

#### 2016

There was a success rate of approximately 38%.

- (i) 31 appeals were lodged by parents/carers
- (ii) 7 appeals were cancelled by parents/carers
- (iii) 24 appeals were heard by the Independent Appeal Panel
- (iv) 15 appeals were dismissed (were not successful)
- (v) 9 appeals were upheld (were successful)

## APPENDIX A



### ADMISSIONS POLICY FOR ASD OPPORTUNITY BASE AT GLENTHORNE HIGH SCHOOL

#### Admissions Criteria

There are 20 places in the Glenthorne High School ASD Opportunity Base, a maximum of four in each year group from Year 7 to Year 11. Admissions to the Opportunity Base will not be made above the number of funded places.

Placement of a child in the Base is the decision of the Local Authority in consultation with the school. Pupils will be considered for the Base when it is clear that they will benefit from the provision and that they meet the following criteria:

- Pupils have a statement of Special Educational Needs.
- Autistic Spectrum Disorder (ASD) is identified as the prime need on the statement, and any other needs are secondary.
- Pupils have demonstrated, within primary education that they can, on the whole, access a mainstream curriculum.
- Any emotional and behavioural difficulties are not the prime difficulty and will not adversely affect the individual or the school community as a whole.
- The range of needs will reflect the triad of impairments which are related to the autistic spectrum:
  - Impairment of social interaction. This can involve difficulty in making sense of, and using, all aspects of verbal and non-verbal communication.
  - Impairment of social communication. This includes a fundamental disability in understanding something from another's point of view or perspective and affects a child's ability to make relationships with others.
  - Difficulties with flexible thinking and social imagination. This can include rigour of thought, liberal understanding of situations and insistence of preservation of sameness.
- In cases of oversubscription, priority will be given to Sutton residents.

#### Visits

In cases where the ASD Base is a possible placement for a child, the family will be encouraged to visit. Information may also be sought from the SENCO at the child's primary school. However, there can be no comment about the child's suitability, or an offer of a place, before the school has consulted the Local Authority. The decision to offer a place will be made by the Local Authority in consultation with the school.

#### Referral

All referrals need to be processed by the Sutton Local Authority SEN team. When a referral is received from the Local Authority, the school will consider the request and respond in writing within the time limit set by the Authority. If a decision is taken not to recommend offering a place, the Local Authority will be given the reasons for that decision. The reasons will be expressed in terms of the needs of the child and the efficient education of other pupils already at the school.

Children outside the London Borough of Sutton will be referred by the Local Authority in which they are resident to the SEN Team in Sutton for consideration.

#### Assessment

When a referral is made, the Local Authority will always attach the Statement of Special Educational Needs, the most recent Annual Review and any appended reports about the child from the professionals involved. The Local Authority will not wish the school to duplicate any assessment, but the school may wish to speak to the SENCO at the child's primary school and seek the advice of the Local Authority, particularly if a recent report is not available.

The Headteacher will review the referral papers and request any additional reports required. If he decides that the child does not meet the admissions criteria, he will inform the Local Authority.

### **Transition**

When placement has been agreed, contact will be made with the pupil's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate

### **Exit Criteria**

The child will be referred to the SEN Panel if:

- it is considered that he/she has gained in independence and can access the mainstream curriculum without specialist support from the ASD Base;
- the changing needs of the child indicate that alternative provision may be more appropriate.

This Admissions Policy has been drawn up following consultation between Sutton Local Authority and staff and Trustees of Glenthorne High School

## APPENDIX B

**Sixth Form Entry Criteria - September 2019** The minimum entry requirement for all courses is 5 subject, grades 9-4 including English Grade 4

<b>A LEVEL SUBJECT</b>	<b>GCSE</b>	<b>GRADE</b>	<b>ADDITIONAL INFORMATION</b>
Biology	Additional Science Science (triple) Maths / English	8 7 6	
Business Studies	English	5	B in Business Studies, if taken
Chemistry	Additional Science Science (triple) Maths	8 7 6	
Computer Science	Maths English	6 5	6 in Computer Science, if taken
Core Mathematics	Maths	6	
Dance	Dance English	6 5	Or audition if no GCSE Dance
Drama & Theatre Studies	Drama English	6 5	Or audition if no GCSE Drama
English Literature	English Language English Literature	6 6	
Film Studies	English	5	6 in Media, if taken
Fine Art	Art	6	Or a substantial portfolio of Art work if no GCSE Art
French	French English	7 5	
Further Mathematics	Maths	8	7 in Physics / Core Science (desirable)
Geography	Geography English Maths	6 5 5	
Government & Politics	Humanities Subject English	6 5	
History	History English	6 5	
Mathematics	Maths	7	
Media Studies	English	5	6 in Media, if taken
Music	Music	6	
Music Technology	Music	6	
Philosophy & Ethics (RS)	Humanities Subject English	6 5	

<b>A LEVEL SUBJECT</b>	<b>GCSE</b>	<b>GRADE</b>	<b>ADDITIONAL INFORMATION</b>
Photography	Art or Photography	6	
Physics	Additional Science Science (triple) Maths	8 7 7	
Physical Education	PE Science (additional) English	6 6 5	Students need to provide evidence or attend a practical trial to show they can excel in two sports. It is highly recommended that students play sport at club level.
Product Design	Product Design or Fine Art Maths	6 6	
Psychology	English Science	7 7	
Sociology	English Humanities Subject	5 6	
Spanish	Spanish English	7 5	
Textiles	Textiles or Art	6	Or a substantial portfolio of Art work if no GCSE Art / Textiles
<b>OTHER LEVEL 3 COURSES</b>			
BTEC L3 Extended Certificate in Business	5 x 9-4 including English Language grade 4 and Business, if taken		
BTEC L3 Extended Certificate in Health & Social Care	5 x 9-4 including English Language grade 4 and Health & Social Care, if taken		
BTEC L3 Extended Certificate in IT	5 x 9-4 including English Language grade 4 and GCSE ICT or L2 OCR National, if taken		
BTEC L3 Extended Certificate in Media	5 x 9-4 including English Language grade 4 and GCSE Media, if taken		
BTEC L3 Extended Certificate in Sport	5 x 9-4 including English Language grade 4 and Science and PE or BTEC L2 Sport		
<b>ACADEMY PROGRAMMES</b>			
Drama Academy Programme with BTEC L3 Extended Certificate in Performing Arts (Acting)	5 x 9-4 including English Language grade 4 and GCSE Dance or Drama, if taken and audition		
Music Academy Programme with BTEC L3 Subsidiary Diploma in Music (Rock and Pop)	5 x 9-4 including English Language grade 4 and GCSE Music, if taken and audition		Working at grade 3 and above on their instrument (or equivalent)
Dance Academy Programme with BTEC L3 Extended Certificate in Performing Arts (Dance)	5 x 9-4 including English Language grade 4 and GCSE Dance, if taken and audition		
Football Academy Programme with BTEC L3 Extended Certificate in Sport	5 x 9-4 including English Language grade 4, Science and GCSE PE or BTEC L2 Sport and football trial		



## APPENDIX C



### Entry Criteria for the Sixth Form

#### **Entry Criteria for Year 12**

To gain a place in Year 12, students must achieve the following:

- 5 x 9-4 GCSE grades including a 4 in English Language or Literature.
- Entry criteria for their chosen courses (see subject entry criteria).

#### **Entry criteria for Year 13**

To gain a place in Year 13, students must achieve the following:

- A minimum of a D grade in the Year 12 Exam in June to continue a course into Year 13. If a pupil does not achieve at least a D grade, but would like to continue, they have the opportunity to complete a re-sit during the Summer holidays in August. If they achieve a D grade or above in the re-sit, they may continue with the course on a trial basis. They must sustain at least D grade performance in frequent assessments throughout the remainder of the year to continue. *In the event that a student has a minimum target grade of a D, an E grade will be accepted for progression into Year 13.*
- In BTEC, OCR or similar vocational courses, students must be completely up-to-date with all units to a standard of Pass level with at least one unit at a Merit level by the end of Year 12.