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**Flying
High
Partnership**



Stanstead Flying High Academy

Admissions Policy 2028-2029

Date Policy Written	September 2026
Signed (Headteacher)	T Smith
Signed (Chair of Governors)	D Inglis

Admission arrangements for children starting school

Admissions for children about to start school are decided by the governors of the school, but coordinated by your home local authority. In most cases this will be Nottingham City Council's School Admissions.

All applications for places should be made on the applicant's home Local Authority School portal.

This can be done online using the following link:

https://ems.nottinghamcity.gov.uk/CitizenPortal_LIVE/en

You can also request a form from the School Admissions Team by email at schooladmissions@nottinghamcity.gov.uk or by telephone on 0115 841 5668.

Although the Governing Body has responsibility for deciding on admissions, under law the Local Authority will co-ordinate all admissions in its area and will communicate all admission decisions to parents. The closing date for applications under the co-ordinated admission scheme is **15th January 2028**. For applicants who applied online, an email will be sent on 16th April 2027 regarding the school place allocated; letters will be sent to all applicants by second class post on 16th April 2028 showing the outcome of the application.

Late applications received after the closing date for places in the reception year will be dealt with after 16th April 2028. Under exceptional circumstances the Local Authority may be willing to accept applications which are received late but by no later than 5 pm on **10th February 2028** for places in reception year at infant or primary schools.

Exceptional circumstances may include:

- a family returning from abroad;
- a lone parent/carer who has been ill for some time;
- a family moving into Nottingham City from another area; or
- other exceptional circumstances.

At Stanstead, the published admission number per year group is 30.

Admission oversubscription criteria

In the event of oversubscription within any of the criteria listed below, preference will be given to applicants who live closest to the school, as measured in a straight line (i.e. as the crow flies) from a point at the school campus to a point at the pupil's home, both identified by the Local Land and Property Gazetteer (by a computerised geographical information system). Where two or more pupils are equal in all respects, and it is therefore not possible to differentiate between them, a method of random allocation by drawing lots will be used to allocate places (supervised by someone independent of the School Admissions Team).

Pupils who have an Education, Health and Care Plan, where that school is named in the child's statement or plan will be admitted. In this event, the number of places that remain available for allocation will be reduced.

1. Places will first be allocated to a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including children who were previously in state care outside of England and who ceased to be in state care as a result of being adopted. 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 in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school. A child is regarded as having been in state care outside of

England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2. Places will then be allocated to pupils who, at the closing date for applications, live within the catchment area*, whose parents have requested a place at the school and who have a sibling already attending the school whom is expected still to be on roll at the proposed date of admission of the applicant sibling.

3. Places will then be allocated to other pupils who, at the closing date for applications, live within the catchment area* and whose parents have requested a place at the school.

4. Places will then be allocated to pupils who live outside the catchment area, whose parents have requested a place at the school and who, at the closing date for applications, have a sibling already attending the school whom is expected still to be on roll at the proposed date of admission of the applicant sibling.

5. Places will then be allocated to other pupils who live outside the catchment area whose parents have requested a place at the school.

The above criteria (2-5) may be overridden, and priority given to an applicant who can establish any of the following:

- Pupils with special educational needs that can only be met at a specific school (e.g. where the school has specialist provision)
- Children of travellers, pupils with exceptional medical, mobility, or social grounds that can only be met at a specific school.

****Applications in these categories must be supported by a statement in writing from a doctor, social worker or other relevant professional. This is necessary because you will be asking the Authority to assess your child as having a stronger case than other children. Each case will be considered on its merits by Nottingham City Council.**

Waiting List

Waiting lists will be maintained until the last day of the summer half term for reception year to year 5 (i.e. May 2029). Waiting lists will not be maintained for year 6.

Admission out of the normal age group

Parent/carers may request admission for their child outside their normal age group. In general, it is considered that children should be educated in their normal age group, with the curriculum differentiated as appropriate, and they should only be educated out of their normal age group in very limited circumstances. You can contact the school or your home local authority for advice on how to request admission for your child outside their normal age group.

Definitions of terms used in these arrangements:

Residence

This is defined as the child's permanent place of residence which is deemed to be the residential property that is their only or main home on the closing date for applications and which their parent,

carer or guardian owns, leases or rents under a lease or written rental agreement. If more than one person has parental responsibility for the child and those people live in separate homes, the school/academy will consider the child's home address to be the property at which they live for most of the week (this includes weekends as well as weekdays). If the child lives at two separate homes for an equal length of time, the child's permanent place of residence will be taken as the address shown on the child benefit letter.

Sibling connection

- a brother or sister who share the same parents;
- a half brother or sister, where two children share one common parent;
- a step brother or sister, where two children are related by a parent's marriage or civil partnership;
- adopted or fostered children or children living in the same household under the terms of a child arrangements or special guardianship order.

Where applications are received in respect of twins, triplets or children of other multiple births, the authority will endeavour to offer places in the same school, admitting above the planned admission number where necessary. If this is not possible, the parent/carer will be asked which child(ren) should take up the place(s). The parent/carer will still have a right of appeal against a refusal of a place.

Attendance at a particular nursery does not guarantee admission to the main school for primary education. All applications for admission to the main school must be made to the Local Authority and will be considered against the oversubscription criteria listed in 1-5 above.

In Year Admissions

Admission into school is decided by the governors of the school, but coordinated by Nottingham City Council. Application forms can be obtained from Nottingham City Council and schooladmissions@nottinghamcity.gov.uk or <https://www.nottinghamcity.gov.uk/school-admissions>

Applications for admission to year groups other than the intake year group will be considered in relation to the published admission limit which applied when the year group was first admitted to the school, subject to infant class size restrictions. If places are available within the year group, the child will be admitted. If there are more applications than places available, the oversubscription criteria above will be used to determine which child can be offered a place.

Appeals

In the event of oversubscription and applications being refused, applicants have the right to an independent appeal. Applicants wishing to appeal should contact the school within 20 school days of the refusal letter to obtain the necessary forms.

Fair Access Protocol

Stanstead Flying High Academy participates in Nottingham City Council's Fair Access Protocol.

The School Admission Code (December 2014) requires each local authority (LA) to have a Fair Access Protocol in operation in which has been agreed with the majority of schools in the 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. In agreeing a protocol, no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour (School Admissions Code, 3.9).

The Fair Access Protocol exists to ensure that access to education is secured quickly for children who have no school place, but for whom a place at a mainstream school/Academy or alternative provision is appropriate, and to ensure that all schools/Academies in an area admit their fair share of children with challenging behaviour. Paragraph 3.10 of the school admissions code states that, "The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures". However, our protocol seeks to intervene as quickly as possible and identify children applying through the in-year process to determine a placement quickly and ensure equitable distribution, therefore, pupils meeting the Fair Access triggers will not go through the normal admissions process first.

The Protocol ensures local authorities, schools and Academies to work together as mutual stakeholders to improve behaviour and tackle persistent absence. All admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly.

***Support for Children with Special Educational Needs.**

Stanstead Flying High Academy is committed to providing an inclusive and supportive learning environment for all children. We recognise the importance of early identification and tailored support to ensure every child can thrive and reach their full potential.

In line with the SEND Code of Practice (2015) and the Children and Families Act (2014), we:

- Welcome applications from children with SEN and ensure they are treated fairly and equally during the admissions process.
- Work closely with parents, carers, and external professionals to understand and support each child's individual needs.
- Ensure that reasonable adjustments are made to support access to the curriculum, school facilities, and wider school life.
- Provide a clear SEN Information Report outlining how we identify, assess, and support children with SEN.
- Have a dedicated Special Educational Needs Coordinator (SENCo) who oversees provision, supports staff, and ensures smooth transitions into school.

We are proud to be an inclusive school and are committed to ensuring that all children, regardless of need or background, are given the opportunity to succeed.

Appendix 1 - Catchment area map

