Admissions Policy

Sir John Heron Primary School

2026-27

Note on Admissions Policy:
This policy has been written in consultation and with the full support of the school's Governing Body.

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1 Admissions

Mainstream Children:

We, at Sir John Heron, have to follow the London Borough of Newham Admissions Policy. All school places are allocated by the Pupil Services section using the following criteria:

- Children who live in the school's catchment area and have a sibling on roll at the school at the time of admission;
- Children who live in the school's catchment area but have no sibling on roll at the school at the time of admission;
- Children who do not live in the school's catchment area but do have a sibling in the school;
- Other children.

For online admissions visit:
www.newham.gov.uk/inyear

SEND Children:

We, at Sir John Heron, have 16 places for children aged 3-11 with **Profound and Multiple Learning Difficulties** in our resourced provision. We will only offer a place to a child with Profound and Multiple Learning difficulties if we are confident that we can meet their needs effectively, in our current setting with the resources and staffing we have. At this time, we are only able to offer a place in our resourced provision to children who have Profound and Multiple Learning difficulties. Children with other complex needs, including those who have ASD are not part of the school's resourced provision agreement with the LA. The LA provides specific resourced provision for complex needs and ASD at other Newham Schools, the details of this specialist provision can be found by contacting the Newham SEN Section.

Sir John Heron Primary School will only admit pupils where the School is named in the Local Authority (LA) EHC Plan. However, in circumstances agreed with the LA, it may be necessary to make an emergency placement which will be considered on an individual basis.

Prior to the naming of the school in the EHC plan, the LA will consult fully with the school. This will be based on assessment by appropriate professionals, including staff members from the school, appropriate places being available and in line with the statutory consultation process. The LA will take into careful consideration the school's comments before deciding whether to name the school in the EHC Plan, or as an in-year admission, where there is an appropriate vacancy at the school.

The school will provide the LA with:

1. Their SEN profile and provision offer
2. Availability of spaces in the PMLD Provision
3. The organisation and curriculum offered

Placement will usually start at the beginning of the school year, however, in consultation with the Headteacher/SENCo, places can be taken at any time of the school year, where there is an appropriate vacancy in the PMLD provision and the school is confident it can meet the child's needs effectively.

Referral Routes:

These will be arranged by the LA's SEN section and the Headteacher/SENCo.

SEND Admissions Eligibility Criteria:

At Sir John Heron we aim to offer a personalised, targeted curriculum to all children in our school that enables our pupils to have the best possible life chances once they are ready to move on to the next stage of their education. This is the vision which we also have for our PMLD provision and is the basis on which we are able to offer placement to children. We can only offer a place to a child with Profound and Multiple Learning Difficulties if we are confident that we can successfully meet the needs of the pupil, during their time at our school. We also have to carefully safeguard the needs of the pupils that already attend the school, when offering placement. Our SEND Admissions Eligibility Criteria is therefore based on the following:

- The school is able to use its resources effectively to meet the child's Profound and Multiple Learning Difficulties.
- The school is suitable to the child's special educational needs in terms of the school's SEN Profile.
- The child's placement is compatible with the efficient education and safeguarding of the other children with whom the child would be educated
- The child has a statement of special educational needs or EHC (or requires emergency assessment)

Admissions and Access Arrangements:

Parents wishing their child to be considered for a place will be advised to contact their Local Authority SEN section.

The LA will then consult the Headteacher/ SENCo regarding each pupil the LA considers suitable to request a place in the school.

When the LA consults on admission it will send a copy of:

- The proposed statement of Special Education Needs or EHC Plan and appendices which may include the most recent annual review and other relevant reports, including those from involved professionals.

The school will then:

- Arrange a visit by the Headteacher/SLT/ SENCo to see the child in their current setting, this includes home visits if necessary.
- Undertake an EPS assessment or use an EPS assessment that has already been undertaken.
- Invite parents to visit the school with their child to discuss and provide details of the school and offer.

The school will then review all information and respond in writing within the statutory time limit. Where the decision of the school is not to offer a place, the school will provide reasons why. These reasons will be expressed in terms of the needs of the pupil and the efficient education of the other pupils already at the school, so that the LA is aware of why the school considers that the child does not meet the published SEND admissions eligibility criteria.

The LA SEN section and the Headteacher/ SENCo will aim to jointly come to a decision about placement.

The Headteacher may ask the LA to call together a panel of senior officers to consider the reasons so that an appropriate decision can be made.

Visits:

In cases where the school is a possible placement for a pupil, the family will be encouraged to visit and spend time in the school to fully understand the curriculum and provision on offer at the school.

Transition:

When a placement has been agreed, staff from the school will make contact with the pupils' current placement, including home visits, to arrange a transition program with exchange of information and reciprocal visits where practical and appropriate.

Access/Travel:

It is the parents' responsibility to get their child to school and if parents feel they require assistance they should contact the LA SEN Section.

2 Nursery Admission

2 Year Old Provision: We have a provision for children who are two years of age. Both part time and full time places are available for those qualifying (consult the **Gov.uk** website). We accept children's names for the nursery waiting list from their first birthday, and we accept children into nursery from the age of two years,

however we can never guarantee a place. This is not 'first come, first served'. We offer the oldest child on our waiting list a place first.

3 Year Old Provision: We have a provision for nursery children aged three and up. We accept children's names for the nursery waiting list from their second birthday, and we accept children into nursery from the age of three years, however we can never guarantee a place. This is not 'first come, first served'. We offer the oldest child on our waiting list a place first.

If you would like to put your child's name on our nursery waiting list for a place in either our two year old or three year old provision, please call or visit the school office from Monday to Friday, between 8.30am and 4pm, or visit the school website to complete the online form.

Please note that a place at our nursery will not gain automatic entry into our school for Reception. We inform all parents with children on our waiting list when it is time to apply for their child's Reception place.

When an admissions appointment has been arranged you need to bring with you;

- Your passport (if it is a non-EU passport, parents will also need to bring their accompanying Visa)
- Your most recent Council Tax Bill or if not available, your Tenancy Agreement or Rent Book.
- A Utility Bill (Gas, Electric, Water, Home Telephone bill)
- Your child(ren's) Birth Certificate or Passport showing their Date of Birth and Full Name.
- Your National Insurance Number

3 Starting school for the first time (Reception)

In Newham, children start primary school (Reception) in the school year during which they have their fifth birthday. Entry is in September.
We inform all parents with children on our waiting list when it is time to apply for your child's Reception place. If your child's name is not on our waiting list, you can come to the school and pick up a 'Starting School in Newham 2027', a copy of which can also be found on the school website.

Reception Admission for entry from September 2027 (2026/27 academic year)

For all children born from **1 September 2022** and **31 August 2023** inclusive, their parents/carers will need to apply for a reception class place in an infant or primary school for September 2026 entry. The closing date is 15 January 2026.

All reception 2027 applications must be made through the family's home local authority.

For children living in Newham, families must apply via London Borough of Newham.

For children living outside Newham, whose family wants them to attend this school, their application must be made through their home borough naming this school as a preference on their application.

Remember, you must always apply for a place, even if your child:

- Already attends the nursery of your preferred school

OR

- They have a brother or sister who attends the schools

Information about the reception process for September 2027 entry:
https://www.newham.gov.uk/schools-education/primary-school-admissions?documentId=37&categoryId=20004

London Borough of Newham's Determined Arrangements 2027

Link to Pan London eAdmissions portal – opens 1 September 2026 for September 2027 reception applications:
www.eadmissions.org.uk

School Finder:
We recommend you use the Newham School Finder tool to determine the location of your preferred Newham schools and calculate home to school distances.
https://www.newham.gov.uk/schools-education/school-finder

4 Mid-term Admissions

Definition: Mid-phase or mid-term admissions are children who join the school outside normal admission dates.
If your family arrives in Newham during the school year 2026/2027 and your child needs a school place in the borough you must complete an In-Year form and you are usually given a place within 10 days. Schools do not hold waiting lists for places, this is held by Newham Pupil Services.
The place offered may not be at the school you prefer as that school may not have a suitable place available.
In Year Admissions for 1 September 2026 to 20 July 2027 (Year Groups: reception to Year 6):
In Year school application form (all year groups) for September 2026 to July 2027:
https://newham-self.achieveservice.com/service/InYear_School_Admission_Application

5 Procedures for New Starters

Sir John Heron Primary School serves a diverse local community. Children are entitled access to the whole curriculum and to become fully integrated learners within the school.

We acknowledge that children who arrive during the school term may have experienced difficulties. For example, a number of children arriving mid-phase may be temporarily accommodated, may be unable to speak English, or have fled war and persecution.

At Sir John Heron, we recognise that the welcome and involvement we offer parents can help us teach their children more effectively.

Aims:

At Sir John Heron Primary we aim:

- To provide a warm welcome for children and their parents/carers who arrive mid-phase, this will reassure them that our school is a safe and caring environment.

- To develop strategies and resources that respond to each child's needs.

- To work to obtain relevant information that will result in effective planning for achievement through curriculum delivery in appropriate learning groups. Such information will include:
    - Background and experiences
    - Past successes
    - Language, literacy and numeracy skills.

- To develop strategies to encourage new children to make friends and identify with the learning culture of the school through effective teaching. Inclusive practice that acknowledges the skills of new pupils and allows them to experience success will be shared across school. Pupils will be encouraged to make a significant contribution in the welcoming of new classmates.

- To disseminate good practice to staff and identify training needs.

Procedure:

This policy identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

School office staff will:
• Welcome families who visit the school to enquire about school places.
• Provide families with a nursery application form or direct them to Pupil Services for Reception to Year 6.

• Place the child's name on the waiting list (for nursery).
• Contact the parent when a place becomes available, and offer a place
• Arrange a date and time for the welcome interview
• Request interpreting support if needed
• Prepare forms and materials needed for welcome interviews.
• Complete the *New Pupil Admission Form* with parents and carers.
• Provide the family with a 'welcome' pack
• Assist families to apply for free school meals if they are entitled to them
• Identify the family's wider needs, where appropriate and signpost family to relevant agencies and services if help requested

Learning Mentor and Pastoral Team will:
• Provide details of the new admissions to the class teacher
• Liaise with SENCO where necessary
• Monitor how new arrivals have settled into school
• Liaise with class teacher on the progress of new arrivals
• Ensure that each class in key stages one and two have identified 'buddies'.
• Check that the buddies are involved in helping the new child settle in.
• Encourage new arrivals to attend afternoon clubs as a means of integrating into school
• Liaise with parents/carers where there are concerns
• Advise the class teacher on strategies to support the integration and achievement of the new pupil where appropriate
• Introduce the new pupil to other children who speak the home language where applicable
• Provide in-class support to assist settling in and progress, if additional support felt to be necessary
• Offer out of class support* where necessary.

Class teachers will:
• Acknowledge children's previous learning, achievements, experiences and cultural backgrounds;
• Build on and extend children's existing progress and achievement;
• Disseminate information to classroom assistants;
• Liaise with the Learning Mentor and SENCO as appropriate;
• Ensure that the class is a safe and welcoming place for all newly-arriving children by:
(a) Helping children to learn class routines, rules and expectations;
(b) Preparing the class for new arrivals;
(c) Preparing a coat hook, tray, books and equipment as appropriate;
(d) Encouraging class 'buddies' to support new arrivals in the initial two-three weeks of admission.

Buddying
Each class has two designated 'buddies', who are responsible for helping new children settle into school.