

**DETERMINED  
ADMISSIONS ARRANGEMENTS  
FOR  
COMMUNITY AND VOLUNTARY CONTROLLED  
SCHOOLS IN CAMBRIDGESHIRE FOR  
ADMISSION IN 2024- 25  
  
AND LOCALLY AGREED PROTOCOLS AND  
DEFINITIONS**

## **1. INTRODUCTION**

- 1.1** The Local Authority (LA), as the admission authority for community and voluntary controlled schools in the Cambridgeshire County Council relevant area, is responsible for ensuring that when changes were proposed to these arrangements, they are subject to consultation for a period of six weeks which must start no earlier than 1 October and be completed by 31<sup>st</sup> January in the determination year.
- 1.2** Changes are being proposed for September 2024 as a result of the following:
- issues that have arisen throughout the last year with regard to the administration of applications;
  - changes in the accommodation and organisation of certain schools;
  - legislative changes; and
  - as the result of a determination made by the Office of the Schools' Adjudicator.
- 1.3** This document details the proposed arrangements for the 2024/25 academic year.

## **2. PUBLISHED ADMISSION NUMBERS & CATCHMENT AREAS**

- 2.1** As part of the admission arrangements for a school, the admission authority must set an admission number for the "relevant age group" i.e., the age group at which pupils are, or will normally be admitted to the school e.g., Reception, or Year 7. This is known as the Published Admission Number (PAN).
- 2.2** The School Admissions Code (2021) states that admission authorities are not required to consult on any proposals to increase a school's PAN. However, the PAN for a school should have regard to the capacity of the school.
- 2.3** Changes to the PAN at schools for which the LA is the admission authority are being proposed where:
- a request has been received from the governing body or academy trust; and
  - the LA, as the admission authority for the school, considers a change to the PAN would be appropriate to reflect the circumstances of a particular school; or
  - a recalculation of the school capacity indicates a change would be appropriate; and
  - it is possible to have a more practical number;
- 2.3** Your views are sought on the following proposed changes, outlined in 2.4 below, which have been agreed by the governing bodies of the schools concerned and the local authority, as the admission authority for the school. If approved these changes will apply to the intake cohort with effect from September 2024 entry

2.4 Proposed changes to the PAN for admission to the school in September 2024 are: -

**PAN reductions:**

**There are no PAN reductions for 2024**

**Catchment changes:**

**The catchment changes for 2024 are:**

**The marina near Isleham primary will become joint catchment for Suffolk and Cambridgeshire.**

**The Local Authority would like to also share clarification of the secondary catchment for the new Marleigh development. This will be Coleridge Community College until the Cambridge City Free School is opened. For further information please refer to the schools website.**

2.5 The following own admission authority schools are proposing changes to their PAN as follows: -

2.6

Galfrid School – Pan reduction from 60 - 30

For further information about these proposed changes, please contact the school direct.

### **3. CO-ORDINATED SCHEME**

3.1 The application process and timetable will be as described within the co-ordinated scheme. Full details are contained in: -

- Co-ordinated Secondary Admissions Scheme 2024 – 2025
- Co-ordinated Primary Admissions Scheme 2024 – 2025

Both documents, and other related documents can be found at [Annual Consultation 2024-25](#)

### **4. OVERSUBSCRIPTION CRITERIA FOR VOLUNTARY CONTROLLED AND COMMUNITY SCHOOLS IN CAMBRIDGESHIRE**

#### **Over-Subscription Criteria for admission to Cambridgeshire Community and Voluntary Controlled Primary and Infant Schools in 2024/25**

Children who have an Education Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with an EHCP that does not name the school will be referred to the Statutory Assessment Team (SAT) to determine an appropriate place.

1. Children in Care, previously known as Looked After Children<sup>1</sup> (LAC), and children who were previously Children in Care but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
2. Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted<sup>2</sup>
3. Children living in the catchment area with a sibling at the school (or a partner junior school) at the time of admission.
4. Children living in the catchment area.
5. Children living outside the catchment area who have a sibling at the school (or a partner junior school) at the time of admission.
6. Children of members of staff, provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
7. Children who live outside the catchment area, but nearest the school as measured by a straight line.

Under each criterion, in cases of equal merit, priority will go to children living nearest the school as measured by a straight line.

#### **4.2 Criteria for Junior Schools:**

Children who have an Education Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with an EHCP that does not name the school will be referred to Student Assessment to determine an appropriate place.

1. Children in Care, previously known as Looked After Children<sup>3</sup> (LAC), and children who were previously Children in Care but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
2. Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted<sup>4</sup>
3. Children who live in the catchment area, attend the partner infant school and who have a sibling at the school (or the partner infant school) at the time of admission.
4. Children who live in the catchment area who have a sibling at the school (or the partner infant school) at the time of admission;
5. Children who live in the catchment area and who are attending the partner infant school.
6. Children living in the catchment area.
7. Children who live outside the catchment area, but who are attending the partner infant school and have a sibling at the school (or the partner infant school) at the time of admission.

---

<sup>1</sup> A Child in Care is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions

<sup>2</sup> A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society

<sup>3</sup> A Child in Care is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions

<sup>4</sup> A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society

8. Children who live outside the catchment area but have a sibling at the school (or the partner infant school) at the time of admission.
9. Children who live outside the catchment area, but who attend the partner infant school.
10. Children of members of staff, provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
11. Children who live outside the catchment area, but nearest the school as measured by a straight line.

Under each criterion, in cases of equal merit, priority will go to children living nearest the school as measured by a straight line.

## 5. DEFINITIONS

**5.1** Unless otherwise stipulated by an academy, a foundation or voluntary-aided school governing body, the following definitions will apply for all schools in Cambridgeshire.

**5.2 Distances** within Cambridgeshire are calculated by measuring a straight line from **the reference point of the home** as determined by the Ordnance Survey (OS)

AddressBase Premium™ to:

- **the reference point of the primary school** as determined by the Ordnance Survey (OS) AddressBase Premium™ ; or
- **the main pupil entrance to the secondary school**, (with the exception of Longsands Academy please see their admission criteria).

For families who live outside the area covered by the Cambridgeshire mapping system, straight line distances are determined using a combination of local maps and on-line resources. Distances for transport purposes are measured by the shortest available walking route.

In the event of (a) two or more children living at the same address point (e.g., children resident in a block of flats) or (b) two addresses measuring the same distance from the school, the ultimate tiebreaker will be random selection, witnessed by a Council officer, who is independent of the Admissions Team.

**5.3 Home address** – the address given on a child’s application should be the child’s permanent or main residence at the time school places are allocated. This should also be the address where the child will be residing when they start school in the September. A child’s application can only be considered from **one** home address. Therefore, their “main residence” must be the address at which they spend the majority of their school nights. An address used for before and after-school childcare arrangements will **not** be considered appropriate.

**5.4 Shared responsibility** – where more than one adult shares parental responsibility and they live at different addresses, it is important that agreement is reached, prior to making the application, on which schools will be named on the application form. If different applications are received, or the Admissions Team is made aware of a dispute between two parents, all applications will be placed on hold and will **not** be processed until such time that:

- one joint application is made; or
- written agreement is provided from **both** parents; or
- a court order is obtained confirming which parent's application carries precedence.

**5.5 Future House Moves** - Places cannot be allocated on the basis of an intended future change of address, unless the new address has been confirmed by exchange of contracts and with confirmation of a completion date, for a house purchase or the signing of a formal lease agreement.

**5.6 Moving House** - If a family move address at any point during the admissions process, either within Cambridgeshire or into Cambridgeshire, it is **their** responsibility to immediately inform the Admissions Team, in writing, of this change, and provide proof of their new address. Failure to do this may invalidate a child's application.

**5.7 Parent** - A person who is either the child's birth or adoptive parent, has parental responsibility for the child or an adult who has delegated responsibility for the child, for which confirmation will be requested.

**5.8 Siblings** - children aged between 4 and 16, living together in the same family unit, who have a sibling on the roll of the school at the time of application and admission to the school. Sibling includes:

- brother, or sister;
- half-brother, or sister;
- adopted brother, or sister;
- child of the parent/carer or their partner;
- children in Care, or previously Child in Care. This doesn't include children temporarily living in the same household - for example a looked a child in short-term, or interim, foster placement.

In every case, the sibling must be living permanently in the same family home (at least Monday to Friday) and must be on the roll of the school or have been offered and accepted a place at the school at the time of application and when the child starts".

**5.9 Previously Children in Care** - a child who was previously Child in Care but immediately after being in care became subject to an adoption, residence (now known as a child arrangement order<sup>5</sup>), or special guardianship order, under Section 46 of the Adoption and Children Act 2002.

**5.10 Members of Staff** – a member of staff refers to a member of teaching staff employed by the school. Over subscription criterion of a school will determine whether current member of staff or length of service required.

## **6. INFANT CLASS SIZE**

**6.1** Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) must not contain more than 30 pupils with a single school teacher. Additional children may be admitted under very limited exceptional circumstances as "excepted pupils".

---

<sup>5</sup> as amended in S.14 of the Children and Families Act 2014

**6.2** With effect from admissions made from September 2016 these children will remain an “excepted pupil” for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

**6.3** The exceptional circumstances cover:

- a) children with EHCPs of special educational needs admitted outside the normal admission round;
- b) Children in Care and previously Children in Care admitted outside the normal admission round;
- c) children admitted, after initial allocation of places, because of a procedural error, made by the admission authority or local authority in the original application process;
- d) children admitted after an independent appeals panel upholds an appeal;
- e) children who move into the area outside the normal admission round for whom there is no other available school within a reasonable distance;
- f) children of UK service personnel admitted outside the normal admission round;
- g) twins and children from multiple births when one of the siblings is the 30<sup>th</sup> child admitted;
- h) children with SEN who are normally taught in an SEN unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

## **7. LOCAL PROTOCOL - TREATMENT OF SIBLINGS WHEN A CHILD APPLIES FOR, BUT IS UNSUCCESSFUL IN, SECURING A PLACE AT THEIR CATCHMENT PRIMARY SCHOOL**

**7.1** On occasion, as part of the allocation for on time applications, it is not possible to meet parental preference for a child’s catchment primary school, and the child is directed to the next nearest alternative school with a place available. When this situation arises, and after the child has started at the school in September, parents will often wish to place siblings at the same school.

**7.2** In this situation, once the child has started at the alternative school, applications received for their siblings will be processed as if the siblings were in-catchment siblings provided that the parent has brought this up to the attention of Admission Team and the family still lives at the same address used to determine the original application.

## **8. LOCAL PROTOCOL ON CLASS SIZES WITHIN KS2 IN CAMBRIDGESHIRE PRIMARY SCHOOLS**

**8.1** As there is no statutory size limits on Key Stage 2 classes (Years 3-6), the LA currently seeks agreement with head teachers of maintained, or academy, primary schools to admit up to 32 children in mixed-age classes and up to 34 children in single year group classes for the admission of catchment children.

**8.2** Exception to this will be sought, in discussion with the school and its governing body, where twins and children of multiple births apply for a place at a school and one of the siblings would be either the 32<sup>nd</sup> or 34<sup>th</sup> to be admitted.

## **9. ADMISSION OF CHILDREN OUTSIDE THEIR NORMAL AGE GROUP**

## **Accelerated, or Deferred Entry to Reception Year, or Year 7**

- 9.1** Parents of summer born, gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group.
- 9.2** Where a child is already attending a school a decision will be made based on the individual circumstances of the case and determined by the school following a discussion between the headteacher and the parent.
- 9.3** When a parent is seeking the accelerated or deferred admission of their child to Year 7, their application must be received by 1 October in the academic year in which they will become a Year 6 pupil for review and decision by the LA's Accelerations and Deferrals Panel.
- 9.4** When a parent is seeking the accelerated or deferred admission of their child to Reception, their application must be received by 1 December in the academic year in which they will reach the age of 4 for review and decision by the LA's Accelerations and Deferrals Panel.
- 9.5** Full details of how to make an application to the Acceleration and Deferral Panel can be found on the Council's website and are shown in **Appendix 2** of this document.

## **Admission to other year groups following in-year admission**

- 9.6** All in-year admission offers will be made according to the child's chronological age. When a parent believes that their child should be educated in a higher, or lower, year group, this must be discussed in the first instance with the Headteacher of the school.

## **Delayed Admission to Reception Year**

- 9.7** The School Admission Code requires that all admission authorities **must** provide for the admission of all children in the September following their fourth birthday. This means that where a child is offered a Reception Year place at the school, as part of the normal admissions round:
  - that child is entitled to a full-time place in the September following their fourth birthday;
  - a) the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and
  - b) where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

## **10. WAITING LISTS**

- 10.1** The LA will maintain waiting lists for own admission authority schools in accordance with the Service Level Agreement between the governing body and the Admissions Team.
- 10.2** Where a waiting list is maintained by the Admissions Team, children will be automatically placed on the list for a school(s) ranked as higher preferences than the school offered.



- 10.3** Parents will continue to have the right of appeal against any refusal of a place and be able to reapply for a place the following year.
- 10.4** Where a place becomes available and can be offered to a child on a waiting list, the parent will be given up to either 10 days in which to indicate whether they wish to accept the place, where they have been notified of this place by letter or email, or 5 days where they have been notified by telephone. If no response is received within the specified time period, the offer is void and the child's details will be removed from the continuing interest list and the place offered to the next child on the continuing interest list.

## **11. IN YEAR ADMISSION ARRANGEMENTS**

- 11.1** Full details of the Co-ordinated In-Year Scheme and the Cambridgeshire Fair Access Protocol can be found in separate documents at;

[Annual Consultation 2024-25](#)

## **12. SIXTH FORM ADMISSIONS**

- 12.1** Sixth Form Admission Policies are published by the individual schools, as they are all own admission authority schools and should be available from the schools' websites.

## **13. NURSERY ADMISSIONS**

- 13.1** Admission arrangements for community and voluntary controlled schools with nursery classes and maintained nursery schools can be found in a separate policy document at [Annual Consultation 2024-25](#)

## **14. WHERE TO FIND FULL VERSIONS OF THE DOCUMENTS**

- 14.1** Details of all consultation documents can be found at [Annual Consultation 2024-25](#)

- 14.2** The Department for Education School Admissions Code can be found at:

[School admissions code 2021 \(publishing.service.gov.uk\)](#)

## **15. CONTACT**

Admissions Team  
Email: [admissions@cambridgeshire.gov.uk](mailto:admissions@cambridgeshire.gov.uk)  
Telephone: 0345 045 1370

School	P//J	Type	Area	Sep-15	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23
Alconbury CofE Primary	P	VC	Hunts	30	30	30	30	30	30	30	30	30
Alderman Payne Primary	P	C	Fenland	15	15	15	15	15	15	15	15	15
Arbury Primary	P	C	City	60	60	60	60	60	60	60	60	60
Ashbeach Primary	P	C	Hunts	20	20	20	20	20	20	20	20	20
Barnabas Oley CofE Primary	P	VC	Hunts	18	18	21	21	21	21	21	21	21
Barrington CofE Primary	P	VC	South	20	20	20	20	20	20	30	30	30
Bassingbourn Primary	P	C	South	50	50	50	45	50	50	50	60	60
Beaupre Primary	P	C	Fenland	30	30	30	30	30	30	30	30	30
Bellbird Primary	P	C	South	45	45	45	45	60	60	60	60	60
Benwick Primary	P	C	Fenland	20	20	20	20	20	20	20	20	20
Bewick Bridge Primary	P	C	City	60	60	60	60	60	60	60	30	30
Brampton Primary	P	C	Hunts	60	90	90	90	90	90	90	90	90
Brington CofE Primary	P	VC	Hunts	17	17	17	17	17	17	17	17	17
Burrough Green CofE Primary	P	VC	South	15	15	15	15	15	15	15	15	15
Burwell Village College	P	C	East	60	60	90	90	90	90	90	60	60
Bushmead Primary	P	C	Hunts	52	52	52	52	52	52	52	52	52
Caldecote Primary	P	C	South	30	30	30	30	30	30	30	30	30
Castle Camps CofE Primary	P	VC	South	20	20	20	20	20	20	20	20	20
Cherry Hinton CE P	P	VC	City	30	30	30	30	30	30	30	30	30
Cheveley CofE Primary	P	VC	East	20	20	20	20	20	20	20	20	20
Clarkson CI	I	C	Fenland	60	60	60	60	60	60	60	60	60
Coates Primary	P	C	Fenland	30	30	30	30	30	30	30	30	30
Colville Primary	P	C	City	30	30	30	30	30	30	30	30	30
Coton CofE Primary	P	VC	South	20	20	20	20	20	20	20	20	20
Cottenham Primary	P	C	South	90	90	90	90	90	90	90	90	90
Dry Drayton CofE Primary	P	VC	South	10	10	10	10	10	10	10	10	10
Duxford CofE Primary	P	VC	South	35	35	35	35	35	35	35	35	35
Eastfield CI	I	C	Hunts	80	80	80	80	80	80	60	60	60
Eynesbury CofE Primary	P	VC	Hunts	30	30	30	30	30	30	30	30	30
Fen Drayton Primary	P	C	South	12	15	15	15	15	15	15	15	15

School	P//J	Type	Area	Sep-15	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23
--------	------	------	------	--------	--------	--------	--------	--------	--------	--------	--------	--------

	Fenstanton & Hilton Primary	P	C	South	40	40	40	40	40	40	40	40	40	
	Folksworth CofE Primary	P	VC	Hunts	15	15	15	15	15	15	15	15	15	
	Fordham CofE Primary	P	VC	East	30	30	60	60	60	60	60	60	60	
	Fourfields Primary	P	C	Hunts	60	60	60	60	60	60	60	60	60	
	Fowlmere Primary	P	C	South	17	17	17	17	17	17	17	17	17	
	Foxton Primary	P	C	South	17	17	17	17	17	17	17	17	17	
	Friday Bridge Primary	P	C	Fenland	17	17	17	17	17	17	17	17	17	
	Fulbourn Primary	P	C	East	40	45	45	45	45	60	45	45	45	
	Great Abington Primary	P	C	South	20	20	20	20	20	20	20	20	20	
	Great Gidding CofE Primary	P	VC	Hunts	14	14	14	14	14	14	14	14	14	
	Great Paxton CofE Primary	P	VC	Hunts	17	17	17	17	17	17	17	17	17	
	Great Wilbraham CofE Primary	P	VC	East	15	15	15	15	15	15	15	15	15	
	Grove Primary	P	C	City	60	60	60	60	60	60	30	60	60	
	Hardwick and Cambourne Primary	P	C	South	105	105	105	105	105	105	105	105	105	
	Harston & Newton Primary	P	C	South	25	25	25	25	25	25	25	25	25	
	Haslingfield Primary	P	VC	South	20	20	20	20	20	20	20	20	20	
	Hauxton Primary	P	C	South	12	15	15	15	15	15	15	15	15	
	Hemingford Grey Primary	P	C	Hunts	45	45	45	45	45	45	45	45	45	
	Holywell CofE Primary	P	C	Hunts	30	30	30	30	30	30	30	30	30	
	Houghton Primary	P	C	Hunts	30	30	30	30	30	30	30	30	30	
	Huntingdon Primary	P	C	Hunts	60	60	60	75	75	75	75	75	75	
	Isleham CofE Primary	P	VC	East	30	30	30	30	30	30	30	30	30	
	Kettlefields Primary	P	C	East	20	20	20	20	20	20	20	20	20	
	Kinderley Primary	P	C	Fenland	13	13	13	13	13	13	13	13	13	
	Kings Hedges Primary	P	C	City	60	90	90	90	60	60	60	60	60	
	Lionel Walden Primary	P	C	Fenland	30	30	30	30	30	30	30	30	30	
	Little Paxton Primary	P	C	Hunts	34	45	45	60	60	60	60	60	60	
	Little Thetford CofE Primary	P	VC	East	15	15	15	15	15	15	15	15	15	
	Littleport Primary	P	C	East	60	60	60	60	60	60	60	60	60	
	Manea Primary	P	C	Fenland	25	25	30	30	30	30	30	30	30	

													Sep 22	Sep 23
School	P//J	Type	Area	Sep-15	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20	Sep-21				
Mayfield Primary	P	C	City	60	60	60	60	60	60	60	60	60	60	
Melbourn Primary	P	C	South	45	45	45	45	60	60	60	60	60	60	



	Wyton on the Hill Primary	P	C	Hunts	30	30	30	30	30	30	45	45	45	
	Yaxley Infant	I	C	Hunts	60	60	60	60	60	60	60	60	60	

**Appendix 1 – Published Admissions Arrangements for Community (C) and Voluntary Controlled (VC) Schools in Cambridgeshire**

## Appendix 2 – Accelerations and Deferrals Protocol - October 2017

### A. Background

The Accelerations and Deferrals Officer Panel was set up in July 2004 in order to create a forum in which formal requests for accelerated or delayed entry to Reception and delayed or accelerated transfer to secondary school could be fully considered.

In keeping with the spirit of the School Admissions Code the Local Authority (LA) has always considered these requests carefully and made decisions on the basis of the individual circumstances of each case.

*In general, the policy in Cambridgeshire is not to delay or accelerate entry into Reception, through primary or transfer to secondary phase. However, paragraph 2.18 of the revised School Admissions Code of 1 September 2021, makes it clear that: **Parents may seek a place for their child outside of their normal age group, for example if the child is gifted and talented or has experienced problems such as ill health. Admissions authorities **must** make decisions on the basis of each case and in the best interests of the child concerned.***

*Parents have statutory right to appeal against the refusal of a place at a school for which they have applied. The right does not apply if they are offered a place at the school, but it is not in their preferred age group.*

Cambridgeshire's policy, which is compliant, with the School Admissions Code is set out in information leaflets which are available to parents upon request. The leaflets are appendices to this protocol and should be read in conjunction with it.

If a school receives any requests for deferred or accelerated entry to Reception the headteacher should make parents aware that the general policy in Cambridgeshire is that pupils should enter primary school in the correct chronological year for their date of birth. Any parental request should be formally acknowledged and replied to by the headteacher and recorded on the child's school file. The headteacher should explain to the parent the process and refer them to the Local Authority.

If the child has a Statement of Special Educational Needs (SEN) or is the subject of an Education, Health & Care Plan (EHCP), or is undergoing statutory assessment of special educational needs, the request should be directed to the relevant Statutory Assessment Team (SAT) Casework Officer.

All other enquiries or requests should be directed to the Lead Officer (c/o Admissions Team/0-19 Place Planning & Organisation Service) who will be happy to explain the policy and issues to the parents directly.

### Composition and role of the Panel

Depending on the age of the child, the Panel usually comprises at least 3 of the following:

- an Adviser 11-19 (Secondary/Special);
- a senior Educational Psychologist;
- an Adviser 3-11 (Primary)
- an Early Years Adviser
- A headteacher

An Officer from the 0-19 Place Planning & Organisation Service co-ordinates the work of the Panel.

The Panel will consider all the information available, taking into account all aspects of the pupil's social, emotional, academic development/progress in order to come to a decision that is in his/her best long-term interests.

The Panel undertakes to:

- resolve cases in a fair and consistent manner, taking into account the impact any decision will have on the pupil, parents/carers and the school;
- take into account the views of the headteacher(s) of the school concerned in each case (sought via the Co-ordinating Officer);
- reach a decision for the parent and school within a month (excluding school holidays) of receiving a completed request, including the parents written request, supporting evidence and views of potential receiving school headteacher.

Panel members are aware of and share, relevant academic research e.g. in relation to the impact of month of birth on outcomes.

#### Review of a panel decision challenged by parents

If parents challenge the decision of the panel, an Officer not previously involved in the decision making process, will review the evidence and the decision. If the Officer decides it is necessary s/he may arrange to meet the parents and child and speak to any relevant professionals involved in the child's care. His/her decision will be the final decision of the LA and will be put in writing to the parents accordingly.

### **Section 1 Acceleration**

When approached by parents enquiring about acceleration, officers and head teachers might like to consider and share the following points with them:

- Cambridgeshire has a well established policy of admitting children to Reception in the September after their 4<sup>th</sup> birthday;
- there are well-recognised long-term educational and social advantages for children who are older in their chronological cohort;
- with effect from September 2010 there has been universal entitlement to 15 hours weekly (38 weeks per year) pre-school provision for children the term after their 3<sup>rd</sup> birthday and from 2017 extended entitlement to 30 hours weekly for working families who meet the criteria;
- the Early Years Foundation Stage (EYFS) curriculum was designed to support the needs of the individual child whatever the setting;
- schools and settings have a responsibility to provide appropriately extending work for gifted and talented children, and if this is not happening parents should raise their concerns, invoking the school complaints procedure if necessary;
- increased age of participation, effective from 2013, requiring all pupils to remain in education or in employment with training up to the age of 18.

The following three sections set out the process to be followed if parents wish formally to pursue acceleration for their child.

#### **A. Process for requesting acceleration into primary school**

**Step 1:** The onus is on the applicant to submit evidence which must include as a minimum:

- a report from the pre-school setting about the child's current level of functioning i.e. evidence of the child's attainments in the 7 areas of learning and development in the EYFS and ;
  - information about the child's social functioning within the peer group. In particular, the panel will be looking for evidence that the child:
- has met all the early learning goals, i.e. has exceeded the expectations of the EYFS;
- will be able to maintain their social and academic position in the accelerated year group; and
- will be physically able to cope with the demands of full-time schooling a year early.

If there is no evidence from the current or potential headteacher giving their views on the request, the LO will seek it at this stage.

**Step 2:** The LO will circulate the case papers to those panel members appropriate to the phase and type of referral, highlighting in a covering memo the issues pertinent to the case.

**Step 3:** The panel members have 15 working days to respond in writing to the LO giving their comments upon the application and the reasons for their recommendation to approve or refuse the application for acceleration.

**Step 4:** The LO synthesises the views of the Panel Members and issues a decision letter to the parent. Where the decision is to refuse the application the LO sets out the reasons in the letter. This is copied to the headteacher where applicable. The panel members are also informed of the decision.

## **B. Mid-phase acceleration**

If a headteacher, in response to a parental request, takes the professional view that a pupil in mid-primary phase, would benefit from working with an older year group and acts upon this s/he should:

- have a signed letter of support from the parent confirming that the decision has been fully explained to them including the fact that this will not automatically result in accelerated transfer to secondary school;
- formally record the decision<sup>6</sup>, and key reasons for it (including the involvement/advice of other educational professionals such as an educational psychologist, if applicable);
- monitor progress and hold a review meeting<sup>7</sup> with the parents and class teacher annually and in the summer term when the child is chronologically Year 4 to decide whether or not to recommend accelerated transfer to secondary school.

If the conclusion of the review is to recommend accelerated transfer the headteacher should advise parents that:

- they will need to apply formally to the LA for accelerated transfer (see section C below). Ideally, applications should be made in the second half of the summer term of Year 4 and certainly no later than September in the Autumn term (when their child is chronologically Year 5) prior to the annual secondary transfer application deadline which falls at the end of October;
- the application will then be considered by the Panel (according to the steps set out in A above) together with the views of the current school and the potential receiving secondary school which will be sought by the LO.

## **C. Early transfer to secondary phase**

If a pupil's entry into **Reception** was formally accelerated following a decision from the Accelerations and Deferrals Officer Panel **and** the child has maintained his/her position in the year group above his/her chronological age, the Authority will accept that the pupil will maintain that acceleration and transfer to secondary phase a year ahead of his/her chronological cohort. In their application for secondary transfer the parents will need to make reference to the fact that accelerated entry was formally agreed by the LA.

In all other cases where a parent wishes formally to seek early entry to secondary school for their child, the officer panel will consider the request. The onus is on the parent to submit to the LA, as a minimum:

- information regarding how their child is performing in the core subjects of the National Curriculum, English, Maths and Science;

---

<sup>6</sup> The record of this meeting will need to be submitted to the LA to support any subsequent formal request for accelerated transfer to secondary school

<sup>7</sup> The record of this meeting will also need to be submitted to the LA in the event of a subsequent formal request for accelerated transfer to secondary school.



- a covering letter explaining their reasons for their request;
- their child's views on going to secondary school a year early;

In particular the panel will be looking for evidence that the child:

- is performing on a par with the highest attaining children in the older cohort, across the curriculum;
- is mature for his/her age, confident and well adjusted;
- will be able to maintain his/her social and academic position in the accelerated year group.

If there is no evidence from the current or potential headteacher giving their views on the request, the LO will seek it at this stage.

## Section 2 Deferral

### A. Process for requesting deferred entry into primary school

**Step 1:** The onus is on the applicant to submit evidence which must include as a minimum:

- a report from the **pre-school setting** about the child's current level of functioning with evidence of the child's attainments in the 7 areas of learning and development in the EYFS, the child's social functioning within the peer group and the setting's views on the request;
- where applicable, details of any interventions/additional support the child receives in the pre-school setting;
- where applicable, reports from other professionals involved e.g. health professionals, educational psychologist, Early Years (EY) specialist support teacher.

The involvement of the EY specialist support teacher is expected as a minimum if a school/early years setting is:

- making the deferral request or
- supporting a deferral request made by the parent.

Particular consideration will be given to children who have been born so prematurely that it places them into an earlier academic year group than would have been the case had they been born on or near to their due date.

If there is no evidence/view from the current or potential headteacher the LO will seek it at this stage.

**Step 2:** The LO will circulate the case papers to the panel members, highlighting in a covering memo the issues pertinent to the case.

**Step 3:** The panel members have 15 working days to respond in writing to the LO giving their comments upon the application and the reasons for their recommendation to approve or refuse the application for deferred entry.

**Step 4:** The LO synthesises the views of the Panel Members and issues a decision letter to the parent. Where the decision is to refuse the application the LO sets out the reasons in the letter. This is copied to the headteacher where applicable.

### D. Deferred entry requests for summer born children

For summer born children i.e. those with a date of birth between 1<sup>st</sup> April and 31<sup>st</sup> August the LA operates a permissive approach.

The LO who co-ordinates the work of the panel carries out a 'desk top' review with the presumption to agree to requests for summer born children to enter **Reception** in the September after their 5<sup>th</sup> birthday provided:

- there is evidence specific to the child (i.e. not just reference to academic research) to support the request

- the headteacher of the receiving school has no concerns
  - the request is driven by the best interests of the child and not because, for example, the parents have failed to secure a place in their preferred primary school or because it would be more convenient for the parents if the child delays his/her entry into Reception
- Where the above criteria are not met or the co-ordinating officer has concerns, the case will be referred to the panel for more detailed consideration.

In these circumstances the panel will be reduced to 3 members:

- an early years practitioner/specialist
- a primary adviser
- a primary headteacher

The LA's advice is that parents should still complete a Reception application even if they are applying for deferred entry. If their request for deferred entry is agreed they can always decline the offer.

### **B. Mid-phase deceleration**

If a headteacher, in response to a parental request, takes the professional view that a pupil in mid-primary phase, would benefit from working with a younger year group and acts upon this s/he must:

- have a signed letter of support from the parent confirming that the decision has been fully explained to them including the fact that this will not automatically result in delayed transfer to secondary phase
- formally record the decision<sup>8</sup>, and key reasons for it (including the involvement/advice of other educational professionals such as a specialist support teacher or educational psychologist and medical professionals if applicable) and the planned action for the next 12 months including how to return the child to his/her correct year group if possible
- monitor progress and hold a review meeting<sup>9</sup> with the parents, class teacher and other relevant professionals, in the summer term when the child is chronologically Year 5 to decide whether or not to recommend delayed transfer to secondary phase and **if this is the conclusion of the review**
- advise the LA that the child should be allowed to delay his/her transfer, by submitting to the LO documentation covering the initial decision to defer the child mid-primary phase, AND minutes/recommendations of the Year 5 review meeting (see footnotes 3 and 4) AND the following:
  - up-to-date teacher assessments of the child's performance in National Curriculum English, Maths and Science
  - if applicable, details of any interventions/additional support the child is receiving at primary school;
  - if applicable a copy of the child's two most recent Individual Education Plans (IEPs);
  - if applicable, reports from other agencies e.g. medical professionals, the specialist teaching service, Educational Psychologist, who may be supporting or working with the child;
  - a cover letter explaining their reasons for the request;
  - the child's view on going to secondary school a year late.

The above information should reach the LA no later than September in the autumn term prior to the secondary transfer application deadline, which falls at the end of October, when the child is chronologically Year 6.

Please note, the LA's advice is that parents should still complete a secondary application form even if they are applying for deferred transfer. If their request for deferred transfer is agreed they can always decline any Year 7 place already offered.

### **C. Delayed transfer to secondary phase**

---

<sup>8</sup> The record of this meeting will need to be submitted to the LA to support any subsequent formal request for deferred transfer to secondary school.

<sup>9</sup> The record of this meeting will also need to be submitted to the LA in the event of a subsequent formal request for deferred transfer to secondary school.

If a pupil's entry to **Reception** was formally delayed following a decision from the Accelerations and Deferrals Officer Panel **and** the child has maintained his/her position in the year group below his/her chronological cohort, the LA will accept that the pupil will maintain that delay and transfer to secondary phase a year behind his/her chronological age.

In their application for secondary transfer, the parents will need to make reference to the fact that deferred entry was formally agreed by the LA.

In all other cases where a parent wishes formally to seek delayed transfer to secondary school for their child, the officer panel will consider the request. The onus is on the parent to submit to the LA, as a minimum:

- information regarding how their child is performing in National Curriculum English, Maths and Science;
- if applicable, reports from other agencies e.g. medical professionals, the specialist teaching service, Educational Psychologist, who may be supporting or working with the child;
- if applicable, details of any interventions/additional support the child is receiving;
- if applicable, a copy of the child's two most recent Individual Education Plans (IEPs);
- a covering letter explaining their reasons for the request;
- the child's views on going to secondary school a year late.

In particular the panel will be looking for evidence that the child is unable, even with appropriate differentiation and support, to access the curriculum in their chronological cohort.

### **E. Conclusion**

Whilst the above procedures should cover all the likely eventualities concerning acceleration and deferral, it remains the case, in accordance with the LA's general, stated policy that only exceptional, individual circumstances will necessitate a child entering or transferring to a year group below his/her chronological age.

### **F. Notes**

This protocol takes account of the School Admissions Code and relevant advice or guidance published by the Department for Education (DfE) e.g., its publication of 1 September 2021 on *Advice on the admission of summer born children*.

Applications for deferred/accelerated entry into a community or voluntary controlled school are considered by the LA's Accelerations and Deferrals Officer Panel.

Applications for acceleration/deferral into schools where the LA is not the coordinating admissions authority are usually considered by the school's governing body, except where they have opted to use the LA's panel and where the LA is the co-ordinating authority for Reception and Year 7 admissions