Beech Grove Primary School – Admissions
September 2025

Engage, Enrich, Excel

Approved by the governing body: November 2025

Signed Headteacher:

Signed Chair of Governors:

Next review date: November 2026

Admission arrangements

Beech Grove Primary School has an admission number of 38 pupils for each year group. Where there are more applications than places available, within a particular year group, applications will be considered against the published oversubscription criteria and allocated up to the admission number/limit. We follow the Somerset Council guidelines for admissions.

Oversubscription Criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children Looked After and Children Previously Looked After – Children who are currently in the care of a Local Authority or have previously been and are now formally adopted or subject to a child arrangement order or special guardianship order. Previously looked after children also includes children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Children living in the catchment area, with a sibling at the school at the time of admission, and who live at the same address.

3. a) Children living in the rural catchment area.
   b) Children living in the catchment area.

4. Children eligible for pupil premium funding.

5. Children living outside the catchment area, with a sibling at the school at the time of admission, and who live at the same address.

6. Children registered in an infant school (within the junior school catchment area).

7. a) Children of staff employed by the school for at least two years prior to the application closing date.
   b) Children of staff employed by the school recruited to fill a vacant post for which there is a demonstrable skill shortage.

8. For Infant school admissions only; Children living outside the catchment area, with an older sibling at the linked junior school at the time of admission, and who live at the same address.

9. Children not satisfying a higher criterion.

The Somerset Local Authority Admission arrangements can be found here

Future Admissions

The school follows Local Authority (LA) guidelines for the admission of Reception children, i.e., that all children should be admitted to a school in the September prior to their 5th birthday.

Beech Grove has an excellent induction programme that introduces children into the school in a gradual, sensitive manner. Our staff visit the local pre-schools so that the children can meet them in a familiar environment. The children are then invited to visit the school for taster sessions, during the summer term.

For further information on procedures for applying for a place at our school, please see the Somerset Council advice which can be found here:
https://www.somerset.gov.uk/children-families-and-education/

In-year Admissions

Definition

'In-year' admissions are pupils who join the school outside of the normal admission dates.

Rationale

At Beech Grove Primary School, we recognise that:

- All children are entitled to education and access to the whole school curriculum
- Children may leave and join the school at different times for a variety of reasons
- Some pupils who arrive during the school term may have experienced difficulties – this may include being homeless and in temporary accommodation, having attended several schools already and having a disrupted education or recently arriving from another country
- Parents and carers need to be welcomed and involved so that children can be taught effectively
- All additional admissions will need some form of induction to the school

Aims

At Beech Grove Primary School, we aim to:

- Provide a warm welcome for children and their parents/carers who arrive in-year, which will reassure them that our school is a safe and caring environment
- Provide children and families with effective information about our school, the curriculum and the local area
- Minimise disruption to the education of our pupils
- Ensure that children with medical needs and Special Educational Needs are identified on entry to the school
- Ensure that the wider needs of children are addressed through co-ordination with other agencies and services
- Record relevant information about a child's background and previous educational experiences
- Acknowledge and celebrate the skills and knowledge that new children bring to the school, including other languages
- Encourage new pupils to make friends and have positive peer support
- Enable each child to participate in the curriculum at an appropriate level

Parents wishing to transfer their child to Beech Grove from another school will be required to complete an application form and send it to the school. Visits to the school are warmly welcomed. Within 48 hours of receipt, all applications are forwarded on to the Local Authority, who will liaise with the school regarding whether or not a place can be offered. The only exception to this would be if there were two or more places available in the year group. In this instance, the school would liaise directly with parents.

If a place is available, the school will send an offer letter within 10 days of receipt of the application.

If the school has no place available and the application has been refused in any year group, the child will be placed on a waiting list. This will be kept strictly in order of oversubscription criteria by the Local Authority, as the Admission Authority, and the child will remain on the waiting list until the end of the academic year in which the application was refused. Parents are responsible for informing the Admission Authority of any changes in their circumstances, which could affect their place on the waiting list.

At Beech Grove we want to ensure that any child entering the school in-year, is well supported to minimise any disruption to their education. Our in-year procedure, which details how we manage this transition, is outlined in Appendix 1. A checklist for teachers can be found in Appendix 2.

Appendix 1: Procedure for In-Year Admissions

Stage 1	**Initial visit to school** 1. Tour of the school offered to parent/carer 2. Parent/carer completes an in-year school application form 3. Application forwarded to the Local Authority within 48 hours, or to the Headteacher where two or more places are available. 4. Interpreter arranged if necessary
Stage 2	**Offering a place** 5. If a place is not available, the Local Authority will send the parent a refusal letter and appeal form. The child will be placed on the waiting list 6. If a place is available, the school will send an offer letter to the parent within 10 days of receipt of the application 7. A start date is agreed and a registration pack is provided (includes permission slips for local field trips, photography and images, library agreement, home/school agreement, E-safety and acceptable user agreement, data collection sheet and Free School Meal application form)
Stage 3	**Before the Admission Day** 8. Senior Leadership Team (SLT) allocate a class for the new child 9. Office staff inform class teacher of child's details and admission date 10. Previous school contacted for further information about the child's needs and interests 11. Induction/welcome strategies planned by the class teacher as appropriate to the pupil's needs. 12. Referrals made to other service providers/agencies if appropriate, in discussion with SENCo/phase leader
Stage 4	**Day of Admission** 13. Child/parents/carers welcomed at the school office at 8.45am, and taken to the class. 14. Class friend or 'buddy' identified to welcome and support the new pupil 15. Office staff enter pupil on school roll and request Common Transfer File (CTF) from previous school
Stage 5	**Transition Support** 16. Class teacher monitors the pupil and liaises with line manager and other staff e.g. SENCo/Safeguarding team, as appropriate

Admin Staff will:

- Welcome families who visit the school to enquire about school places
- Provide families with information about the school and offer them a tour of the school
- Email an offer letter to parents once a placement has been confirmed through the admissions procedures
- Create a pupil file for the new admission
- Provide the family with a 'Registration Pack', which will include local field trip permission form; photo and images permission form; library agreement; home-school agreement; E-safety & acceptable use agreement; data collection sheet and Free School Meal application form
- Assist families to apply for Free School Meals if they are entitled to them
- Allocate the child to a class in accordance with the Admissions criteria and in liaison with the Head teacher/phase leader
- Email the class teacher and phase leader with details of the child and their start date, for the teacher to prepare for their arrival
- Contact the pupil's previous school to ascertain any additional needs
- Greet pupils and families on their first day and take pupil to class to meet class teacher and 'buddy'
- Liaise promptly with class teachers and phase leaders when child arrives with identified Special Educational Needs
- Distribute a copy of Appendix 2 to class teachers as a prompt

A member of the SLT will:

- Welcome all new families and children
- Meet with the children/parents and take them on a tour of the school; including introductions to members of the Leadership Team and their class teacher
- Monitor and evaluate this policy and its effectiveness, with regular reviews that will support pupil progress
- Ensure that a member of the safeguarding team contacts the previous school to discuss any safeguarding concerns and ensure all safeguarding files are transferred.

Class teachers will:

Ensure that the learning and pastoral needs are met by:

- Acknowledging children's previous learning, achievements, experiences and cultural backgrounds
- Building on and extending children's existing progress and achievement
- Disseminating information to relevant support staff
- Ensuring that the class is a safe and welcoming place for all newly-arriving children by preparing their tray, coat peg, books and equipment as appropriate
- Supporting children to learn class routines, rules and expectations
- Preparing the class for new pupils
- Employing the skills of class peers to welcome children and support their learning
- Arranging a class 'buddy' to support the settling in process
- Ensuring the pupil's cultural, spiritual and language background is valued through the physical and emotional learning environment
- Ensure that newly-arriving 'English as an Additional Language' (EAL) pupils are assessed and assigned a stage of English, where appropriate.
- Ensure these assessments are entered on to the school's data tracking system and shared promptly with the phase leader

Appendix 2: Welcoming new pupils into class – a checklist for teachers:

Have you…

- ✓ Labelled a tray and coat hook with the pupil's preferred name, ensuring it is correctly spelt?
- ✓ Considered where the child will sit and in what groups he/she will work in?
- ✓ Talked to your class about welcoming new pupils to the class? Have you informed them of children due to arrive?
- ✓ Placed the child with a friendly and helpful 'buddy' who can help them during the play and lunchtimes? Buddies can also help children become familiar with classroom routines
- ✓ Familiarised yourself with the child's recent history and experiences, which may include being a refugee, homeless, or other difficult circumstances? What is the child's current living situation? Does the child have any siblings or relatives in the school?
- ✓ Familiarised yourself with the child's first language and cultural background? Are there any other children in the class who share this?
- ✓ Assessed how well the child functions in English? Have you discussed any concerns with the phase leader?
- ✓ Looked at the child's record from previous schooling (if available) and considered how to build on previous achievement? Has the child experienced being moved to several schools/is the child new to schooling?
- ✓ Contacted the child's parents/carers? Are there any concerns that you need to discuss with them at an early opportunity? Have parents/carers had an opportunity to share their own concerns?
- ✓ Referred any health concerns to the relevant bodies?