Queen Elizabeth School Admissions Policy 2025

Approved by:	Fenner Pearson	**Date:**
Last reviewed on:		
Next review due by:		

Queen Elizabeth School Admissions Policy 2025

QES is a values led school with high expectations.

All students are admitted to QES without reference to ability or aptitude. Applications of Year 7 should be made through School Admissions with the relevant Local Authority.

Admission number

The Published Admission Number is 256. This is the number of children who will be admitted to the school in the Year 7 intake of September 2025.

The Closing Date for Applications

The closing date for applications for September 2025 entry is 31st October 2024. Applications must be submitted using the Common Application Form which is issued by the Local Authority (LA) which in the case of the Queen Elizabeth School encompasses Westmorland and Furness (www.westmorlandandfurness.gov.uk/schools-and-education/school-admissions) Lancashire (www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place) and North Yorkshire (www.northyorks.gov.uk/school-admissions) authorities.

If parents/carers are unable to apply online, parents/carers could contact their child's current school for help or ring the LA direct (0300 303 8144) for Westmorland and Furness, 01524 581148 for Lancashire or 01609 533697 for North Yorkshire). More information about the application process is contained in the parent information pack published for parents by the 'home' authority and available on-line.

Oversubscription Criteria

We believe in equal opportunities for all children.

QES has been oversubscribed in recent years and where applications for admission exceed the number of places available the following criteria will be applied in the order set out below to decide which children to admit:

1. looked-after children and previously looked-after children;

2. children of staff where a member of staff has been employed at the school for two or more years at the time the application was made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage;

3. where the child has a brother or sister attending a school in the Lunesdale Learning Trust at ***the time of admission (Sept 2025)*** and this includes step siblings, adopted siblings or any other children living permanently at the same address;

4. proximity of the child's home to the school, with those living nearer being accorded the higher priority (see separate explanatory note).

When there is over-subscription in 1, 2, and 3 above, the distance criterion at 4 will be applied. In the event of a tie-break, random allocation will be used to decide who has highest priority for admission if the distance between two or more children's homes and the school is the same. This process will be independently verified.

Further explanatory notes:

If the school is oversubscribed, the address of the parent with whom the child normally lives will be used in the allocation process. It is not possible to use an alternative address such as the address of a child's grandparents or childminder.

In some cases, where shared parental living arrangements are in place, a child's address may be difficult to determine. In these circumstances, the address used for child benefit purposes, i.e., the address of the parent claiming the child benefit will be used.

Residency at a particular address is a key factor in allocating places at oversubscribed schools. If the school offers a school place and then discovers that the offer was made on the basis of fraudulent or misleading information (for example a false claim to be living at an address), the school may withdraw the place.

Distance is measured from using a straight line measurement from the door of the School's Main Reception to the centre of the pupil's home address. See website for further details about previous year's information and system used.

An exception will be made for a child whose Education, Health and Care Plan (EHCP) names the school, provided the school can meet the child's needs and that meeting the need is compatible with the education of others.

The Right of Appeal

Any parent/carer not offered a place has a right of appeal to an Independent Appeal Panel. The panel would be entirely independent of the Governing Body. Anyone wishing to appeal should write to the Headteacher's PA at Queen Elizabeth School, Kirkby Lonsdale, LA6 2HJ setting out the grounds for appeal within 20 days of the refusal notification. For applications in the main admissions round, the appeal must be heard within 40 school days of the deadline for lodging appeals. For in-year applications, the appeal must be heard within 30 school days of the deadline. Once your appeal has been arranged, you will be given at least 10 days' notice, unless you agree to less.

Waiting List

In the event of over-subscription, Queen Elizabeth School holds a waiting list for places which may become available. All applications declined through the over-subscription process will be given the opportunity to be placed on the waiting list. Being placed on the waiting list does not remove an applicant's right to appeal. It is important to note that the waiting list does not operate on a first-come, first served basis and that places will be offered according to the over-subscription criteria if they become available.

Children who are allocated a place at Queen Elizabeth School in accordance with a Fair Access Protocol will take precedence over those on a waiting list.

In-Year Admissions and Outside Normal Admissions Round

Queen Elizabeth School is responsible for handling its own In-Year or outside the normal admissions round applications. We work closely with Local authorities and keep them fully informed of school year places and availability of places.

Pupil Admission Numbers for each Year group 2025-2026

Year 8	Year 9	Year 10	Year 11	Sixth Form
256	256	130	130	See appendix 1

In-Year Applications

All applications should be addressed to the Executive Headteacher's PA Mrs Alison Bulman. Applicants and their parents will be invited for a short tour and a meeting with a member of the school's leadership team. The school will then apply its In-Year Admission criteria before deciding whether to offer a place.

In-Year Admission Criteria:

The following criteria is followed in order as outlined below.

1. looked-after children and previously looked-after children which extends to children who have been adopted or have become subject to a child arrangements order or special guardianship order;
2. the current number of pupils in the specific year group – please note, many of our year groups are full and currently have a waiting list;
3. pupils moving into the local area and it is no longer reasonable for them to travel to the current school;
4. the pastoral capacity in a specific year group as defined by the school's leadership team.

Fair Access Protocol for the Placement of Vulnerable and Hard to Place Pupils

Queen Elizabeth School works closely with Westmorland and Furness Local Authority and follows the Fair Access Protocol outlined in *Appendix 2*. Please note a Fair Access Protocols will take precedent over any other in Year Admission.

Managed Moves and Managed Transfers

In certain circumstances, it may be appropriate to move a pupil to another school to reduce the risk of the pupil being permanently excluded. In such circumstances QES follows the appropriate (Lancashire or South Lakes Federation (SLF)) Managed Move protocol and procedures *see Appendix 3*.

Children who wish to transfer from another local school

For children who wish to transfer from another local school QES will follow the SLF procedures outlined in *Appendix 4*.

Appendix 1

Post 16 Admissions

Entry into Year 12 for students who have completed Year 11 elsewhere is very much welcomed.

There is no limit on the numbers of applicants in Year 11 at QES or QEStudio but all applicants, internal or external, must meet the academic entry guidelines for the courses which they wish to take. We require everyone to make a formal application for Sixth Form courses and key dates for the process are on our website and updated annually.

All applicants are interviewed at least once to establish suitable courses. Discussions also take place regarding expectations, standards and the Sixth Form Contract as well as career progression and opportunities in the Sixth Form. We provide conditional offers in writing by May.

If more applicants meet the academic criteria than there are places available then the oversubscription criteria for Year 7 will be applied.

Occasionally *subjects* are oversubscribed as well; in which case we consider the following criteria:

- rank order of choices as placed on an applicant's application form
- academic suitability

Occasionally subjects are undersubscribed and we cannot offer the courses. Applicants would then be informed directly.

For Right of Appeal, see Year 7 admissions.

In-Year admissions
We do not allocate places for Sixth Form in-year.

Admissions to Year 13
It is assumed that Year 12 students will continue through in to Year 13. However, if a student's effort grades, approach to the Sixth Form Contract or internal exams suggest that the two year provision is unlikely to be suitable, supportive discussions about alternative routes take place with students and parents. We always put a student's best interests at the heart of these discussions.

We recommend that students at schools other than Lunesdale Learning Trust schools wishing to join us for Year 13 remain in their current school for the duration of the two year course.

Appendix 2

Secondary Fair Access Protocol for the Placement of Vulnerable and Hard to Place Pupils

1. Rationale

1.1. The School Admissions Code 2021 states all Local Authorities (LAs) **must** operate a Fair Access Protocol (FAP) and all admission authorities **must** participate in order to ensure that unplaced children, especially the most vulnerable are offered places promptly and at a suitable school.

1.2. The Fair Access Protocol is not applicable to admissions made through the normal admissions round for primary, infant, junior or secondary schools.

1.3. Most in year admissions will continue to be processed through the normal admissions process.

1.4. Eligibility for the Fair Access Protocol does not limit a parent's right to make an in-year application to any school for their child. Admission authorities **must** process these applications in accordance with their usual in-year admission procedures. Admission authorities **must not** refuse to admit children on the basis that they may be eligible to be placed via the Fair Access Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Fair Access Protocol

1.5. When placing pupils through the Protocol we will seek to place the child in a school that is appropriate to any particular needs they may have

1.6. If a pupil is permanently excluded from school provision will be coordinated by the Pupil Referral Unit until it is determined that the child is ready to reintegrate into mainstream provision

2. Vulnerable and Hard to Place Pupils

Fair Access Protocols may only be used to place the following groups of vulnerable and/or hard to place children, where they are having difficulty securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures[1]

a) children either subject to a Child in Need Plan or Child Protection Plan or having had a Child in Need Plan or Child Protection Plan within 12 months at the point of being referred to the protocol;

b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol;

c) children from the criminal justice system

[1] For example, where an application has been made to at least one school and this has been refused, or the local authority has confirmed that there are no places available at any school

d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education;
e) children with special educational needs (but without an Education, Health and Care Plan), disabilities or medical conditions;
f) children who are carers;
g) children who are homeless;
h) children in formal kinship care arrangements
i) children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers;
j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of the Code; [2]
k) children for whom a place has not been sought due to exceptional circumstances;
l) children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and has not been accepted; and
m) previously looked after children for whom the local authority has been unable to promptly secure a school place.

3. The Panel

3.1. The panel should have senior leadership representation from **all** secondary schools.
3.2. The representatives should be nominated by the respective Head Teachers and membership should be rotated to ensure a full attendance at the meetings.
3.3. Panel representatives must have the authority of their Head Teacher to make decisions relating to the placement of students at the panel meeting.
3.4. The Area Access and Inclusion Officers, (Children Missing Education, Exclusions).
3.5. Other officers/agencies where appropriate e.g. YOS.
3.6. The panel should appoint a chair in accordance with local arrangements.
3.7. The chairship may be rotated at a frequency determined by the panel.
3.8. The meeting will be serviced by the chair's organisation.
3.9. The minimum number of panel members to ensure a quorate body is two thirds of the members and the chair.
3.10. The referring body should present the FAP case at the panel meeting
3.11. The referrer should advise the family of the outcome of the meeting
3.12. School Admissions will write to parents advising of the offer a school place following the meeting.

[2] Behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour **or** it is of such severity, frequency, or duration that it is beyond the normal range schools can tolerate i.e. the behaviour would significantly interfere with the pupil's/other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment.

4. Underlying principles

4.1. All schools and academies are to participate in this protocol.
4.2. Schools, academies and the local authority can refer cases to be considered under the FAP protocol.
4.3. Schools and academies wishing to refer an admission request under the FAP protocol should forward a copy of Form SA8 to the appropriate school admissions assistant for their school, setting out the basis for referral in line with the criteria set out in Section 2, above. The LA's Fair Access Coordinator (Access to Education Service Manager) will decide whether the case should be referred to FAP or progressed through the normal in-year process.
4.4. If an admission request meets the FAP criteria parents/carers must be advised of the process, their right to pursue a 'normal' application should they so wish, and their right of appeal in accordance with the School Admissions Code.
4.5. To ensure consistency, all admission requests that meet the FAP criteria must be referred through the protocol if parents agree.
4.6. Oversubscription in any year group/school and the availability of the admission appeals procedure must not be cited as a reason for exemption from this protocol; where there is a broad consensus that any given school represents the best placement for any FAP case, the school will admit regardless of oversubscription.
4.7. Parental viewpoints will be considered by the panel but will not override this protocol.
4.8. The pattern of placements will be closely recorded, monitored, and reported as appropriate to the Office for the Schools Adjudicator in the LA's annual report.
4.9. No school will be asked to admit a disproportionate number of pupils. No school to become a "receiving school". Proportionality shall take into account according to the size of school and the ratio of pupils with additional needs
4.10. All transactions will be fair and transparent.
4.11. Early intervention will be beneficial to both pupils and schools.
4.12. The decision to offer a place at a panel will be binding.

5. The Protocol

5.1. The referring body will provide the panel with all the relevant information regarding the pupils.
5.2. This information should be obtained from a comprehensive list of relevant agencies.
5.3. Relevant agencies will be invited to the panel meeting in an advisory role only.
5.4. The underlying principles of this protocol will form the basis of the decision making process.
5.5. As an outcome of the meeting each pupil will be offered a firm place at school.
5.6. No pupil should be without the offer of a school place for more than four weeks unless further assessment of their needs is considered essential.
5.7. All relevant admissions request information should be forwarded to the chair as far in advance as possible (ideally10 days before the meeting). Exceptionally a late referral could be considered provided papers were circulated to the panel no later than three working days prior to a meeting so as not to delay a decision. With the

exception of late referrals all paperwork will be circulated with the agenda to members of the panel at least one week before the meeting.

5.8. Minutes of the meeting should be circulated to all members of the panel, the referrer and the FAP Co-ordinators.

5.9. The Panel should meet at least every six weeks. The dates of the meeting should be agreed on an annual basis.

5.10. The School offering a place will contact the family to arrange admission.

5.11. The chair must maintain records and be able to account for their responsibilities as outlined in the protocol, including informing the LA of data pertaining to action taken as a result of the protocol.

5.12. In cases of normal admission, pupils should be on roll within 5 days of the action being agreed at the panel. In exceptional cases, where assessment is needed this may take longer as agreed with the LA.

5.13. In exceptional cases, where the meeting cycle will not allow admissions within timescales, the referring body will refer the exceptional case information to the chair who will circulate to the panel within 24 hours with the reasons. The panel is then required to reply to the chair with their possible action concerning admissions within 48 hours. The chair will inform the referring body of the outcome on the deadline. If no school place is offered the LA will determine provision.

Appendix 3

Protocol and procedures for Managed Moves and Transfers between schools

Background

In certain circumstances, it may be appropriate to move a pupil to another school to reduce the risk of the pupil being permanently excluded. Managed moves should be actively considered as a strategy for both prevention and response. In order to avoid a crisis managed move, if possible it is recommended that such consideration be brought forward in any action as part of the PSP. Managed moves should always be with the signed agreement of the pupil's parents/carers.

Who might be involved?

Managed moves may be considered where it is felt that a fresh start, with an opportunity to develop new relationships, is likely to have a positive impact upon the pupil's progress. Consideration of a managed move will be considered in conjunction with a range of other federation inclusion measures.

Typical circumstances might include:

- A situation where the original school (usually within the federation but potentially elsewhere) has demonstrably exhausted all available procedures to deal with a series of serious incidents and this is supported by appropriate external services
- A one-off extremely serious incident, where the pupil's future at their original school has become untenable
- A genuine and demonstrable breakdown in the relationship between the original school and the child/young person's family
- Genuine movement of home into Cumbria in order to accommodate a child/young person who has demonstrable needs

Choice of school

All federation schools will be included for consideration to receive a managed move regardless of over-subscription. Within this framework, every school will agree to consider pupils for a managed move, even if this means exceeding their published admission number. Consideration of an appropriate alternative school should form part of the discussion at the review meeting. When a move is under consideration, attention must be given to the data on moves held by Inclusion Advocates and if necessary advice should be sought on appropriate schools so that such moves are equitably distributed and there is a fair flow across the federation. Where Inclusion Advocates are asked to make a recommendation, this will be done as equitably as possible bearing in mind the specific circumstances of both the pupil and the school.

Principles

The following principles should underpin all requests for managed moves:

- A managed move request should normally be initiated by the pupil's current (home) school.
- Full agreement of parents/carers must be obtained.
- The views of pupils to undertake voluntarily a move to another (receiving) school (or to alternative provision) should always be sought and considered.
- A managed move should form part of the pupil's Pastoral Support Plan (PSP) or equivalent.
- Normally, a managed move should be considered prior to permanent exclusion being implemented.
- Managed moves will last for an initial trial period of six weeks, with a set date for a formal review at which a final decision will be made about the permanence of the move.
- The home school will retain the pupil on its admission register throughout the trial move period. In association with the receiving school, it will also maintain a daily attendance register during that time.
- The home school should make the receiving school aware of any attendance or related emotional well-being issues
- The receiving school should admit the pupil with a plan tailored to the pupil's individual needs. This might, for example, include mentoring or a period of alternative provision alongside full mainstream school activities for the duration of the trial period.
- Funding will be transferred to the receiving school at the end of the trial period, only if the pupil is then formally admitted. This will be the AWPU funding for one full term following a successful transfer.

There may be other circumstances in which a managed move is deemed appropriate; this would be discussed by Inclusion Advocates.

Procedures

The following procedures should be adopted:

- Initial discussions will be appropriate with the pupil, his/her parents/carers and relevant external agencies to determine the options available and the possibility of a managed move prior to arranging a review meeting.
- At the review meeting, the headteacher should consult parents/carers and the pupil about their views on a move to another school. Other professional advice may be sought as appropriate.
- If parents/carers agree that a move is appropriate, written consent should be obtained and they should also be asked whether they wish to nominate an alternative school(s). Parents should be informed that there is no guarantee that their request will be approved. Inclusion Advocates should be advised of such a request and may offer advice about its suitability.
- Alternatively, Inclusion Advocates may be asked to recommend a specific school at this stage. In which case, they should be provided with a full report of the reasons for the request and will take into account the distribution of previous moves within the federation. Inclusion Advocates will make appropriate arrangements in order to fulfil this responsibility in a timely manner.
- The home school will provide full supporting information relating to progress, attainment, behaviour and both the latest statutory annual review and the results of the emerging interim review, if the pupil has a statement of SEN. (The MM process cannot be used for EHCP students because a school has to be named in the statement.)
- If a managed move looks viable after a discussion at Inclusion Advocates then a more formal approach by the home school headteacher to the receiving school headteacher should take place.
- An initial meeting with the receiving headteacher, or representative, should include the pupil and his/her parents/carers and other professional staff, as appropriate. Once a start date has been identified, the home school will support the pupil until they are settled in placement.
- At any point in the process, the receiving school (or the home school) may refer the move to Inclusion Advocates for their consideration.
- Inclusion Advocates record all managed moves and records and supports the process with cases discussed as needed.

If the parents and the pupil are in agreement that the move will take place, the following arrangements should be agreed and recorded using the SLF Managed Move Transfer Request Form and form part of the pupil's Support Plan: (Copies of the paperwork should be retained by the home, receiving schools and relevant support services)

- The starting date for the trial period of the move.
- Any agreed attendance arrangements.
- The length of the move (usually six weeks) and the date set for the review meeting.
- The transfer and availability of documentation
- The arrangements for reporting and recording the pupil's attendance.
- Any other issues needing clarification such as transport, learning support, involvement of LA officers and other professionals.
- A date for the review meeting

If, after six weeks, the move is considered successful, the pupil will be supported solely by the new school and transferred to its register. It may be appropriate to extend this period by no more than four weeks if necessary. All remaining school records should also be transferred, together with the AWPU funding for one term.

If the six-week trial is unsuccessful by the receiving school, the pupil will return to the home school. In such circumstances, the receiving Headteacher should consult the home school before confirming this in writing to the parents/carers, the LA and the home school, specifying the date from which the pupil should return.

Assessment

Where, as part of the review process, additional assessment is considered to be appropriate, this should be completed as a matter of urgency during the trial period so that, if necessary, opportunity can be taken for further intervention.

Transport

When a change of school is considered necessary, decisions on transport will be taken by applying the same principles as those used for permanently excluded pupils and with regard to federation and Local Authority policy. Early notification to the Admissions Team should be made so that the most appropriate transport alternatives can be considered.

Maintenance of Data

In order to monitor the frequency and effectiveness of managed moves, these should be reported to the monthly Inclusion Advocates' meeting and a record kept of the circumstances and outcomes. 'Out of federation' referrals will also be recorded and arrangements will be made to inform and liaise with other consortia where a federation school is being unduly affected by these 'external' referrals. Inclusion Advocates may, from time to time, advise on the pattern of moves and future suitability so that schools can be better informed.

Appendix 4

Agreement between schools and parents for in-year school transfers

SLF schools believe that wherever possible strong efforts should be made to enable students to stay in their school throughout their secondary education. Schools will work with parents to resolve difficulties. If circumstances are such that a parent believes the only way forward is that a change of school would be in the best interests of their child, then the school will support transition to a different school by supplying any relevant information to the receiving school.

Where it is agreed that it is on the best interests of the child to move and the school has the resources, then a place will be considered.

Where a move is agreed this will usually take place at the beginning of a new term.

The home school will:

- Ensure that parents / carers have access to relevant staff to discuss and try to resolve issues
- Ensure that appropriate provision has been explored and offered to support the child
- Provide all relevant information to the headteacher/relevant staff at the school where a place is being sought (completion of transfer document)

The parent(s)/carer(s) are strongly advised to:

- Attend meetings and speak to relevant staff to discuss and try to resolve issues
- Ensure that their child accesses and engages with provision offered by the school to support the child
- Understand that the headteacher of the school where a place is being sought will require relevant information from the home school (a transfer document will be completed)
- Understand that all schools have high expectations of work and behaviour
- Understand that establishing and maintaining relationships between peers and adults is the responsibility of everyone involved.
- Consider the implications if the move to a different school does not work; where will the child go next?

Signed _____ Date: _____

On behalf of the school

Signed _____ Date: _____

Parent / carer