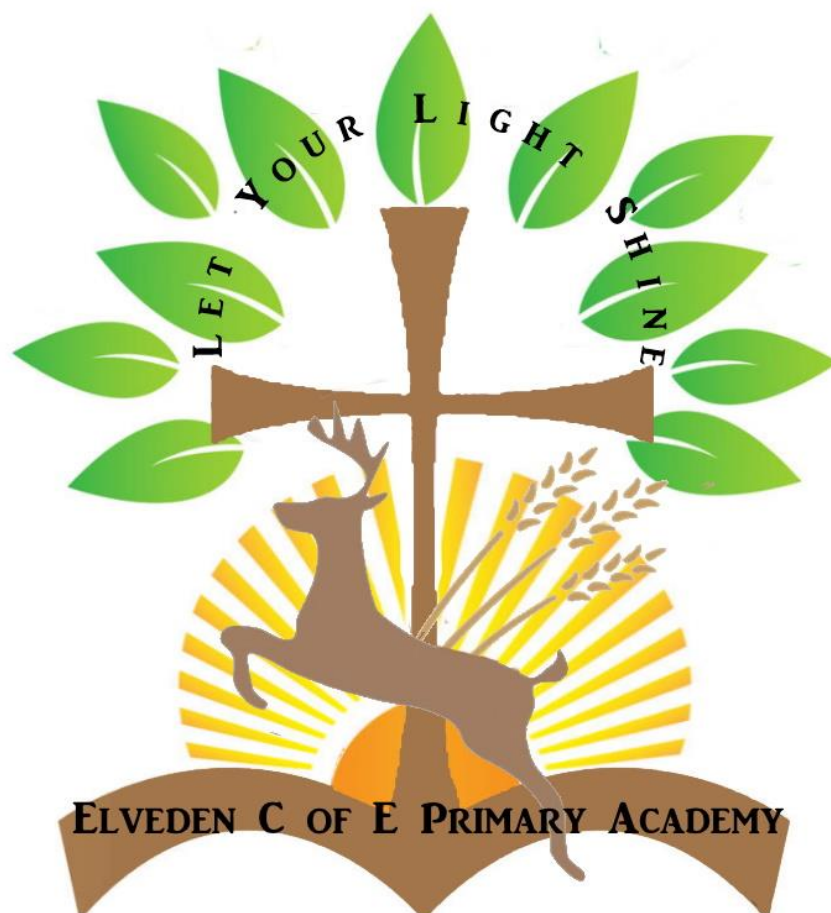


# Elveden Church of England Primary Academy



## Prospectus 2022-23



## Head Teacher's welcome

We are very proud of our school and I am extremely privileged to be the Head Teacher. Our school is a very special place. We pride ourselves on our distinctive Christian character and our children follow our core Christian Values of Hope, Trust, Respect and Forgiveness to become better in everything they do and to be the best version of themselves. We warmly welcome members of the school community to lead and celebrate in our Collective Worship.

We craft and teach an engaging, broad and balanced curriculum with exciting learning journeys and opportunities that build on the children's interests and stimulate and deepen their understanding. We intend to prepare our children socially, spiritually and academically so that when they leave us they have a lifelong love of learning and take our School Values into the wider world. Our children are excited to learn, kind, polite and supportive of one another.

Our school was founded in 1894 as part of the Elveden Estate. It is part of the voluntary aided Diocese of St Edmundsbury so we are very much part of the village community and we offer an exceptional place for our children to learn both inside and outside.

Our school family includes children from local towns including Thetford and Brandon. Family is very important to us and as a small school we know our children and their families very well. We appreciate and value the support our families give us and the role they play in enriching our children's experiences and supporting their education. This prospectus will give you a flavour of our school, and the very best way to find out all about us, is to come and visit us. I look forward to welcoming you to our school.

Mrs Rourke, Head Teacher.

## From the Chair of Governors

On behalf of the Governing Body, it is a pleasure to welcome you and your child to Elveden Church of England Primary Academy. It is hoped this prospectus offers you an insight into the school and would answer questions you may have. Elveden Church of England Primary Academy offers an education to all abilities, recognising the uniqueness of children. The teachers and staff are committed in providing opportunities to ensure your child discovers their interests and passions, along with finding their strengths and developing their personalities through a varied and exciting curriculum.

Our teachers and staff lead by example in an approachable and inclusive manner. They are exceptionally talented at what they do, meaning your child will learn through creativity, innovation and excitement in a friendly and welcoming environment with facilities that will challenge and complement your child's learning. As a Church school, the staff promote the

Christian values and our Christian distinctiveness is embedded through the School's Vision, mission, values and aims.

Elveden Church of England Primary Academy is committed to being an open and inclusive environment to you and your child. We welcome feedback and comments on how your child is developing and your experiences of the school. The Governing Body works closely with the school and aims to be visible to all staff, teachers, pupils and parents. We look forward to working with you over the years.

Lynne Proudlock

Chair of the Governing Body.

## About our school...

Children start at Elveden in the year in which they turn 5 (Reception) and leave at the age of 11 (Year 6). The school has a hall used for collective worship, assemblies and indoor P.E. Outside, we have a vast range of spaces to explore. We have the use of a hard playground as well as a grassed area with climbing frames, exercise equipment and a 'Spiritual classroom'. We also have a wellbeing garden which can be accessed from the KS1 and LKS2 classrooms in main school. When dry, the children have the use of the village green for sports and playtimes as well as the local cricket ground. There are additional play equipment facilities outside of the lunch hall which children can use during their lunch hour. We are an 'Outdoor play and Learning' school (OPAL) which provides children with the opportunity to play collaboratively in a multitude of ways during lunchtime, engaging with all age groups across the school. EYFS and LKS2 have weekly 'Forest School' sessions at our Forest school site, with other year groups experiencing this at different times throughout the year. Most recently, we have been able to build a Multi-Use Games Area, which the children in KS2 use as part of their PE lessons and is also available to hire by the local community outside of school hours.

As a Church of England school, we regularly visit the Elveden church of St. Andrew and St. Patrick, to gather together with our families e.g. Harvest Festival, Christingle and Easter Service. We also visit with the children every half term for Collective Worship where children have the opportunity to learn about worship and take Eucharist if they wish.

Our school day begins at 8.40am and ends at 3.15pm (EYFS/KS1) and 3.20pm (KS2). Break time is between 10.30am and 10.45am, and lunchtime is between 12.00pm and 1.00pm.



## *Our Vision Statement*

**'Let Your Light Shine'**

**We celebrate the uniqueness of every child and encourage them to shine before others in turn giving glory to the heavenly father and preparing them for life's journey**

**'Let your light shine before men, that they may see your good works and glorify your father in heaven'**

**Matthew 5:16**

It is our aim at Elveden C of E Primary Academy for our children to have a lifelong love of learning and to be confident articulate individuals, with both a positive attitude to work and a social conscience: everything we do is of significance and part of our Christian mission.

Our vision statement outlines the aspirations we have for our school and its children. At Elveden Academy, our vision is embedded in everything we do and is the foundation of our practice. We believe in providing a culture of opportunity for all of our children so they are prepared for their life ahead. We aim for profound personal development of all. Our R.E. contributes to the spirituality of our children, it builds community cohesion and our Christian Distinctiveness is threaded right through the heart of our school and the rich, broad, 'beyond expectation' curriculum we provide.

As a Church of England school, all of what we do is shaped by our Christian values of Hope, Trust, Respect and Forgiveness. These underpin all we do and we believe this is fundamental to our children growing into active citizens ready for life in the 21st Century. We prepare all children to make exceptional contributions to the global society and our curriculum enriches lives spiritually, culturally, socially and morally. It is important that our clearly communicated and lived out values are also understood at home, with the potential for our whole school community to be influenced and changed by them. It is this living out of our values which genuinely defines our school and makes us distinctive.

These link to our shared British values of tolerance, mutual respect, individual liberty, democracy and the rule of law. We believe our actions and impact within the local community and wider world are what really shows the core beliefs that we build our school upon. There are many examples on our website of how we, as a school live out our vision in our wider community.

### **Our Mission Statement**

Elveden C of E Primary Academy is a small, caring Church of England Primary School in Suffolk. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.

We aspire to be a high achieving school that provides an outstanding education and culture of opportunity for all.

We believe that every child is unique and valued by God, with their personal development being at the heart of all we do.

We provide a rich and stimulating curriculum that inspires and challenges all to achieve.

We foster warm partnerships with parents, the local community, St Andrew and St Patrick's Church, our link school in Malawi and local charities.

We teach our children to be excellent Christian role models for the future world.

We are inclusive, respectful and celebrate global diversity.

We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.

We educate children on the importance of their well-being today and in their future.

## Aims

In order to achieve our Mission and ethos statement we aim to ensure our children will also be:

- **Ready to learn:** Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.

***For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. 2 Timothy 1:7***

- **Resourceful:** Children show initiative, asks well thought out questions and are prepared to use a variety of strategies to learn.

***Little children, let us not love in word or talk but in deed and in truth. 1 John 3:18***



- **Reflective:** Children are curious, able and willing to learn from their mistakes and can describe their progress



***For the righteous falls seven times and rises again, but the wicked stumble in times of calamity. Proverbs 24:16***

- **Resilient:** Children are prepared to persevere and stay involved in their learning, even when the process is challenging.

***I can do all things through him who strengthens me. Philippians 4:13***



- **Reciprocal:** Children are prepared to help each other and work as a team.

***For the body is not one member but many. 1 Corinthians 12:14***



## Equal Opportunities Statement

Elveden C. of E. positively encourages equality of opportunity with regard to gender, race, disability and class. It opposes any form of discrimination and encourages all pupils to view themselves and each other as unique and special people. The school's organization, curriculum, staffing, pastoral and social responsibilities seek to reflect this statement.

## Religious Education and Collective Worship

In this school, collective worship and religious education are in accordance with the Church of England faith. Parents may, if they wish, withdraw their children from the arrangements for worship and religious education, and it would be helpful if such requests were made to the Headteacher in writing. As an Anglican Christian school, at least 50% of our RE lessons are Christianity based. We also learn about the other world faiths and our curriculum focuses on the spiritual, moral, social and cultural development of the individual.

Elveden C of E Primary Academy are linked with Chitipi school in Malawi and regularly raise funds to support them. Most recently, we took part in a sponsored dance and staff from the school have visited Chitipi to teach and to take donations. This is an extremely important part of Elveden Academy and children learn about this as part of our personalised curriculum.





# The Curriculum

At Elveden C of E Primary Academy, we carefully plan the curriculum to ensure that it is personal to our school and fully meets the requirements of the new National Curriculum (2014). We also ensure that it provides the following:

- Breadth - Children are introduced to a wide range of knowledge, understanding and skills.
- Balance - Each part is given sufficient time.
- Thematic – Topics are planned to enable children to make connections between subjects.
- Relevance - Subjects are taught so that they relate to children's own experiences and build on prior learning.
- Differentiation - What is taught is matched to children's abilities.

All children are taught the subjects of the National Curriculum: English, Mathematics, Religious Education, Science, Computing, History, Geography, Art, DT, PE, Music, French and PSHE/RSE. Further information about our broad and balanced curriculum intent, implementation and impact, can be found on our website.

Children are taught in a variety of groups including family groups and mixed ability groups.



The Academy emphasises the importance of developing children's skills in English and Maths therefore more curriculum time is given to these subjects. Many subjects are taught through a topic based approach so that links between subjects can be developed.

Policy documents are written by the school and explain in detail various curriculum areas. These can be read by parents/carers and many are available on our website. If you would like one of our policies/protocols, please ask at the school office.

## Home Learning Guidelines

| English           |  |
|-------------------|--|
| Reception         | <ul style="list-style-type: none"> <li>• Daily reading practise (Essential Read or phonic decodable book)</li> <li>• Phonics practise</li> <li>• Poetry project – learn a poem</li> </ul>  |
| Key Stage 1       | <p><b>Year 1 and 2:</b></p> <ul style="list-style-type: none"> <li>• Daily reading practise (Essential Read, <u>Lexia</u> or phonic decodable book)</li> <li>• Weekly spellings.</li> <li>• Poetry project – learn a poem</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Alternate weeks:               <ul style="list-style-type: none"> <li>• a) Reading Comprehension or</li> <li>• b) Writing Task (This may be set as a handwritten task or using google docs)</li> </ul> </li> </ul> |
| Lower Key Stage 2 | <ul style="list-style-type: none"> <li>• Daily reading practise (Essential Read, <u>Lexia</u> or phonic decodable book)</li> <li>• Weekly spellings</li> <li>• Alternate weeks:               <ul style="list-style-type: none"> <li>• a) Reading Comprehension or</li> <li>• b) Writing Task (This may be set as a handwritten task or using google docs)</li> </ul> </li> </ul> <p>Poetry project – learn a poem</p>   |
| Upper Key Stage 2 | <ul style="list-style-type: none"> <li>• Daily reading practise (Essential Read, <u>Lexia</u> or phonic decodable book)</li> <li>• Weekly spellings.</li> </ul> <p>Alternate weeks:</p> <ul style="list-style-type: none"> <li>• Reading Comprehension &amp; <u>SPaG</u></li> <li>• Writing Task (This may be set as a handwritten task or using google docs) &amp; <u>SPaG</u></li> <li>• Poetry project – learn a poem</li> </ul>  |

- SPaG – Spelling Punctuation and Grammar.

| Maths     |   |
|-----------|---|
| Reception | <ul style="list-style-type: none"> <li>• Number games.</li> <li>• Number bonds to 10.</li> </ul>                                |
| Year 1:   | <ul style="list-style-type: none"> <li>• White Rose Maths</li> <li>• Times Tables 2,5,10 or Number Bonds to 20</li> </ul>       |
| Year 2:   | <ul style="list-style-type: none"> <li>• Online My Maths or White Rose Maths</li> <li>• Times Tables: 2, 5, 10, 3, 4</li> </ul> |

|                   |   |
|-------------------|---|
| Lower Key Stage 2 | <ul style="list-style-type: none"> <li>• Online My Maths or White Rose Maths</li> <li>• Times Tables – up to 12 (Monster Multiplication)</li> </ul> |
| Upper Key Stage 2 | <ul style="list-style-type: none"> <li>• Online My Maths or White Rose Maths</li> <li>• Times Tables – up to 12 (Monster Multiplication)</li> </ul> |

| Holiday Home Learning |   |
|-----------------------|---|
| All Years:            | <ul style="list-style-type: none"> <li>• At the end of each half term, all children will be set a “creative project” in connection with their upcoming topic or linked to R.E.</li> </ul> |
| Key stage 2           | <ul style="list-style-type: none"> <li>• Spelling Challenge – revisiting spellings from the previous half term + any statutory spellings for the year group.</li> </ul>                   |

## Sports

The school teaches PE, dance and swimming in line with the national curriculum. Children in Key Stage 2 go swimming for a term each year, throughout key stage 2. All children will have the opportunity to participate in gymnastics, dance, team games and other sports activities with children from other local schools. A variety of sports clubs also run after school during the year.



## The Arts

Your child will experience a range of provisions. Each child is taught Art, Dance and Music as part of the curriculum, and sometimes will be involved in visits to galleries, working with musicians and taking part in concerts and productions. We are particularly proud of the opportunities provided to work with a range of professional artists.



## Forest Schools

Our Forest School sessions provide a safe environment where all children can acquire new skills in a woodland environment: they get to take risks, build resilience, make autonomous choices about their own learning and initiate free play with those around them. Our sessions help our children to appreciate and respect their natural environment, whilst building a bank of valuable outdoor learning experiences where each one of them can truly shine. In addition to this, our Forest School sessions are inclusive as they encourage all learning styles and uncover 'multiple intelligences' in our children, which will allow them to develop holistically alongside each other.



## Relationships, Sex and Health Education (RSHE)

After careful consideration, the Governors of the school have decided that the school should offer a programme of sex education. It will be appropriate to the pupils' age and experience and will be presented within a moral, family-oriented Christian framework. Sex education is addressed in our science, religious education and personal/social education programmes. At Elveden, we use the Jigsaw scheme of learning which fully covers the RSHE requirements set out by the government. We aim to help children understand themselves and others, to make friendships and relationships successfully; to appreciate and respect individuals, regardless of race, colour, creed or gender, and to understand that humans have different beliefs, values and customs. We believe that at the centre of relationships is the development of self-esteem and wellbeing. By exploring these ideas, we hope children will be helped to form meaningful relationships and to make valued judgements in adult life.

## Special Educational Needs

We are an inclusive school and our aim is to ensure that all pupils succeed. Drawing from the ethos of the Christian values for life perseverance, respect and compassion, all children are encouraged to play an active part in all aspects of school life and 'Let their Light Shine'. We recognize that some children need more support than others to help them achieve.

Some difficulties are short term and some may be long term. In either case, the school will want to work closely with parents and carers to monitor progress and meet the child's needs. Support provided may be by the class teacher planning work at different levels or by a teaching assistant working with the children in a small group or individually. The school has a special educational needs policy and we keep up to date records of special educational needs in school. The school works with many outside agencies/professionals and the Suffolk SEN hub. We are a communication friendly school (ELKLAN) and staff are trained in PECS, Dyslexia and Language Link.

## Pupils with Disabilities

The school is accessible for children with disabilities. The school building is on one level and wheelchair accessible. If a child has particular needs, we take all necessary steps to meet these and ensure disabled pupils have full access to the curriculum. We have an equality plan, which includes provision for children with disabilities. The accessibility plan is regularly renewed and updated and is available on our website.

## Safeguarding

Our school maintains an ethos where our pupils feel secure, are encouraged to talk and are listened to. Children at our school will be able to talk freely to any member of staff, or regular visitor to our school, if they are worried or concerned about something. All staff and regular visitors will either, through training or induction, know how to recognise a disclosure from a child and will know how to manage this. At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies. We have a legal responsibility to report suspected abuse of whatever kind and also signs that could be indicators of abuse. This includes keeping children safe online. We take this responsibility seriously even though it can unfortunately cause bad feelings on occasions. Our responsibility is to the children. Our safeguarding team are also available to speak with families and direct support through our 'Early help offer' which can be found on our website. Please see our safeguarding and Online-Safety policies on our website, including our safeguarding policy for children.

## Parental Partnership

We want to work in partnership with all parents and carers so that your child is happy and successful in school. We ask all parents to sign a Home/School agreement when their child starts at Elveden C. of E. Primary Academy. Parents are welcome to chat with class teachers informally at the end of the school day or to make appointments if necessary. In addition, regular meetings are held with parents to discuss their child's progress and keep them informed about the curriculum. If at any time you are worried or concerned about your child's progress, please see the class teacher in the first instance and then either the senior leadership team or the Headteachers, if the problem is unresolved.



We also have a successful 'Parents and Friends association' (PFA) and always welcome new members. If you are interested in supporting the school in this way, please speak to the office. This is an opportunity to raise money for the school, discuss ways to move the school forward and include parent feedback.



# Behaviour at Elveden Academy

We expect all children to behave sensibly and to respect adults, each other and the school environment. We keep our rules to a minimum and they are made only to ensure the well-being and safety of all children in our care. Parents are kept informed of problems if they do arise and are asked to cooperate fully in rectifying any difficulties. Our rules are discussed regularly with the children and linked to Christian values e.g. forgiveness and reconciliation.

We encourage children to behave well in lots of ways, including:

- Through prayer
- Praise from teachers, assistants and other children
- Value stickers/Dojos
- 'Building learning Power' Aims certificates
- Praise from the Headteacher
- Celebrating positive behaviour and success in our celebration assemblies
- Taking work home to share with their families
- Lunchtime awards
- Citizenship awards

Children are children and sometimes forget what we expect of them. We remind them in various ways, depending on how serious their actions have been and all staff follow our behavior flowchart (More details can be found in the full behavior and relationships policy):



### The Look

- A visual reminder from adults to address inappropriate behaviour.

### Verbal Warning

- Children will be spoken to about their behaviour and reminded of the Values and Rules which have to be followed.

### Loss of break/lunch time minutes.

- EYFS – children to immediately lose minutes from their continuous provision sessions, monitored by a time-out timer.
- KS1/2 – children to lose minutes off their next available break/lunch/afternoon playtime. Nb. Minutes will differ according to age of child and severity of incident.

### Meeting with Parents

- Meeting to discuss concerns and next steps.

### Report card

- Child issued with report card until behaviour improves, (maximum period of 2 weeks). In some circumstances, a part time timetable may be considered with parents.

### Withdrawal of privileges

- This may include clubs, representing the school in tournaments, school visits or Y6 residential.

For serious mis-behaviour e.g. fighting, hurting another pupil, being persistently disruptive, the class teacher will talk to you and this may result in a fixed period exclusion. All incidents are logged on CPOMs which is our internal behavior system. In the rare cases where such a step is necessary we follow The Department for Education exclusion procedures.

If you have worries about your child in school, please come in and talk to the class teacher or make an appointment to see the Head Teacher. Don't wait for the worry to become a major concern.

## Health and Welfare

We have access to the local School Nurse who advises schools, parents and pupils on health issues. She is the prime link between the school and other health services. School Nurses are responsible for screening children at school entry, when they make sure that children's vision, hearing, height and weight are satisfactory. Parents are asked to complete a questionnaire about their child's health and can request an appointment to see the School Nurse if there are health problems. The School Nurse may ask to see parents if she feels there are health issues she needs to clarify or assess. Parents should take children for regular dental checks.

Please notify the school if your child contracts an infectious disease or head lice.

## Staffing and Organisation

We are very lucky to have a highly talented team of teachers, assistants, administrators and support staff. A full staffing list can be found on our school website. As the number of children in each year group varies, our class organisation may change from year to year. We currently have a Reception class and mixed aged classes from Y1 to Y6. Teachers plan very carefully to ensure that all children's needs are met. You will be informed in the Summer term report, of the class organisation for the coming school year.

## Uniform

We believe that school uniform looks smart, wears well and contributes to a sense of belonging to the school. Please name all clothing so that, if found, we can reunite it with the child. Our uniform consists of:

**EYFS/Key Stage 1 children:** Navy blue school sweatshirt, grey or black trousers or skirt, white polo t shirt and sensible flat black shoes (**no trainers, open toes or boots**). Sweatshirts may be purchased at the school or online. Grey/Black trousers and skirts are available from school uniform stockists, and most chain stores.

**Key stage 2 children:** Navy blue knitted jumper/cardigan, formal white shirt with a collar and a tie. Grey/Black trousers or skirt and sensible flat black shoes (**no trainers, open toes or boots**). Jumpers/Cardigans and ties are available through the school office. Grey/Black trousers and skirts are available from school uniform stockists and most chain stores.



In wet and wintery weather, children can come to school in wellington boots and change into their school shoes, we have storage for their boots during the school day. **We ask that all children leave a pair of wellington boots in school for our daily OPAL sessions.**



Children are required to have a PE. Kit. They are expected to wear a plain white t-shirt and black shorts or jogging bottoms. On PE days, children come to school in their PE kits and can wear a school cardigan or black sweatshirt (no hood) in colder weather.

Earrings must be removed for all physical education in accordance with the recommendations of the Department for Education and Skills. If children wear earrings in school, they must be studs only.

All Elveden uniform can be ordered online through 'Brigade', details available from the school office.

For swimming lessons, children will require a one-piece swimsuit and towel in a waterproof bag. No hair gel, talcum powder or money is permitted. Please make sure your child has a warm coat on swimming days in the colder months. Swimming is part of the curriculum and therefore, if children are fit enough to come to school, they must also swim. If, however, there is a medical reason to the contrary, a letter from your doctor should be sent to school. In such cases children will remain at school.

Please can we ask that children come to school with natural hair colour only, no shaved patterns in hair or nail varnish/make-up.

## Timekeeping and attendance

At Elveden C. of E. Primary Academy we want all children to learn the value of good time keeping. The children have full days of activities. If they are late, they miss part of the curriculum and this is recorded as an unauthorised absence. This time is never made up and persistent lateness will affect your child's progress in school. Help your child to learn the useful habit of arriving on time. This will help them in school and later on in life.

We need your child to come to school every day unless they are ill. If they are too ill to come to school, please telephone us and send a note with them when they return. If we do not have any explanation of a child's absence, we mark this as unauthorised, which is known as truancy and can result in a penalty notice (see attendance policy on the website for full details). Please also let us know if your child has a medical or dental appointment

## Collecting children

Please collect your child at the end of the day from the teacher in the playground. Always contact us if you are unavoidably delayed or if someone else will be collecting your child. **If another adult is collecting your child, they must give us your child's password which you**

**need to email the school with when they join. We will be unable to let them leave unless we have this.**

Children who are not collected on time may become frightened or upset. We can only allow your child to go with someone else if we have authorisation from you.

## Severe Weather/emergency closure

We will use our school facebook page, Pupil Asset and our school website which will be updated to show if the school is closed. Suffolk County Council also lists any school closures on their website but please be aware that this is not always updated straight away. If this is the case, remote learning will be used via Google Classroom or Tapestry (EYFS)

## School Meals

School dinners cost £2.35. All children in YR, Y1 and Y2 are entitled to a free hot school meal. For KS2, please pay for school dinners in advance via Pupil Asset (This will be set up when your child starts school). This is also the method we use for trips etc. We aim to be a cashless school except for donations and exceptional circumstances. Please see the school administrator if you wish to apply for free school meals as this will also ensure your child is supported with subsidised school trips, uniform, clubs, activities etc. If you prefer to provide a packed lunch please ensure that the meal does not contain sweets, nuts or chocolate as we are a healthy school. Drinks in lunchboxes should be fresh juice, water or milk. Fresh fruit or vegetables are available free of charge each day at playtime for EYFS/Key Stage 1. Key stage 2 children are welcome to bring fruit from home for snack time. Let us know if for any reason your child cannot eat certain foods. We are an 'allergen aware' schools so any food containing nuts is strictly forbidden. We also have a 'Snack Shack' run by KS2 children at break times whereby children across the school can purchase a range of snacks for 50p. Children can bring water bottles to school but we ask that this is water only, to aid concentration and brain function.

We thank you for your consideration in this.



## Charging Policy

During their time in school, your child will be involved in a range of outside activities during the school day. These may involve visits to a museum or theatre. In such circumstances, we will inform you first and seek your permission, we may also ask for a contribution from you to support us in paying for the visit in order for this to go ahead. In doing so, we will not seek to disqualify anyone from taking part.

## Local Walking Visits

Children are sometimes taken on walking visits within Elveden as part of the curriculum. We ask that all parents sign the allocated permission slip when their child starts at the school which will cover them for the whole time that they attend Elveden Academy.

## Photography

There may be times when children are photographed or videoed as part of normal school activities. Any parent who does not wish their child to be photographed in this way is asked to make their wishes known to the school office in writing.

## Complaints

We hope that you will never need to complain but if you do, please follow the link on our website to the complaints procedure, speaking to the class teacher in the first instance. A full copy of the complaints procedure is available on our website.

## **Admissions Policy 2023/24**

Elveden Church of England Primary Academy

Mission and Ethos Statement:

Our policy is one of inclusion and we welcome all applications. We do not disadvantage, either directly or indirectly, any child from a particular social or racial group, nor any child with a disability or special educational needs. Elveden Academy is part of the Diocese of St Edmundsbury.

This Admissions Policy refers to all applications for admission to the School in the period September 2023 to August 2024; i.e. children born between 1/9/2018 and 31/8/2019. The Governing Body of the School is the admissions authority.

Application - Parents apply using the Local Authority's Normal Year of Entry Application Form (CAF1), and the blue Supplementary Information Form (SIF) – these are available on demand. Applications may be on a paper form or the LA on line form naming this school as one of the preferences. The SIF is an opportunity to provide more details about reasons for applying to a church school; it is not compulsory and on its own does not constitute a valid application form

The application (CAF) needs to be returned to the Local Authority (LA) Admissions Team. The Admissions Team, Endeavour House, 8 Russell Road, Ipswich, IP1 2BX or online via [www.suffolk.gov.uk/admissions](http://www.suffolk.gov.uk/admissions). The SIF and any letters of support should be returned to the school by 15th January 2023. Places will be allocated for the following school year, all children being admitted at the start of the autumn term in September 2023. Forms received by 15th January are given equal consideration regardless of the date of receipt.

For admission to the 2023/24 school year, and subsequent years, all children will be eligible for admission to Elveden CE Primary Academy full time in the September following their fourth birthday.

Where parents are offered a place for their child in the Reception Year of Elveden CE Primary Academy they may decide either to take up the offer full time in September, or take up the offer part-time or defer entry. If a parent wishes to defer entry to later in the year the place at Elveden CE Primary Academy will be held open until the child starts school. However, parents must take up the full-time place no later than the beginning of the term

after the child's fifth birthday, and must in any case take up the place before the end of the academic year for which the original application was accepted.

It would normally be expected that parents will take up the offer of a primary school place (be that full- or part-time) at the beginning of a school term, unless there is agreement with the school that a place could be taken up at another time in the year.

It is expected that children will normally be educated within their chronological year group. However, admission authorities will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned in line with the School Admissions Code.

You can make a request to the admission authority for each school in writing. This will need to include, where relevant, any supporting evidence. The governing body will make a decision on the request, taking into account the views of the Headteacher.

The school will write to you with the outcome including the reasons for the decision. If the request is refused, you should be given the details of how to complain to the school. A CAF1 application form must be sent to Suffolk County Council along with the decision letter(s) from the own admissions authority school(s) and other relevant evidence by the national closing dates (see the 'Important dates: what happens when' section of the Admission to Schools in Suffolk booklet.).

Even if the request is agreed there is no guarantee there will be a place available.

Children who have an Education, Health and Care plan (EHC plan) which names the school must by law be offered a place at this school.

Places are then offered (up to the schools published admissions number [PAN] which is 15) in the following priority order

1. Looked after children (children in care) and previously looked after children (children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately following having been looked after). Including those who appear (to the admissions 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 who have a brother or sister<sup>3</sup> who will be attending Elveden School at the time of their admission. If necessary priority will be given to those with the smallest age difference, if more than 7 applicants, applications will be considered under the tie breaking criteria below.
3. Children who are ordinarily resident<sup>1</sup> in the School's catchment area<sup>2</sup> – up to a maximum of 7 children
4. Children who themselves or one or both Parents<sup>4</sup> are regular<sup>5</sup> attenders at St Andrew and St Patrick Church Elveden
5. Children who themselves or one or both Parents<sup>4</sup> are regular<sup>5</sup> attenders at other Anglican churches in the Santon Downham, Elveden and Lakenheath Benefice<sup>6</sup>
6. Children who themselves or one or both Parents<sup>4</sup> are regular<sup>5</sup> attenders at other churches which are members of Churches Together in Britain and Ireland or the Evangelical Alliance
7. Children whose parents work at Elveden C of E Primary Academy
8. Children who are ordinarily resident<sup>1</sup> in the School's catchment area<sup>2</sup> beyond those admitted under criterion 3
9. All other applicants

Notes: 1 By ordinarily resident we mean the place where your child usually lives. We consider this to be where they sleep overnight. We may need proof of this address. If you use another address to give the impression that your child lives at a different address to where they are ordinarily resident, such as a second home or a grandparent's address, so that you have a higher priority for a place at that school; we consider this to be a fraudulent application. Where a child lives at two or more addresses, each for part of the week, the address at which the child is ordinarily resident will be considered to be the address that the child lives at for most of the week (excluding weekends and school holidays). Separate evidence in writing from each parent must be provided to confirm the child's living arrangements at the time of application.

In cases where the child spends an equal proportion of the school week at two or more different addresses, evidence of which is to be considered the main contact address will be required to support the application. Agreement in writing by the parents will be required to state which address is to be used as the ordinarily resident address. This address will then be used when processing all school preferences expressed. It is not acceptable to use one address for one school preference and another address for another school preference.

If we are aware of a parental dispute affecting the application, we may not be able to deal with the application and you may need to seek independent legal advice in order to resolve the matter.

House moves: If evidence of a house move is received as described in the booklet the new address will be used. The Local Authority Admissions Team confirms the address which is used for the whole application.

If your child is resident in the UK we can offer him or her a school place before you have moved into Suffolk, but you must give us written evidence that you are legally committed to the move. This could be a solicitor's letter confirming exchange of contracts, a signed letting/tenancy agreement or a letter from your commanding officer confirming your new address or, for returning UK Service/Crown Servant families, proof of the posting.

2 Details and maps of the catchment area agreed with the Local Authority can be obtained from the School or from [www.suffolk.gov.uk/admissions](http://www.suffolk.gov.uk/admissions) for lists or [www.suffolk.gov.uk/catchmentmaps](http://www.suffolk.gov.uk/catchmentmaps) for maps or call the Admissions Team on 0345 600 0981 (local rate).

3 Brother or sister includes half or step-siblings and other children of the same immediate household

4 Parents in this context means either or both Parents or Guardians

5 Regular in this context means at least once a month

6 Maps showing the boundaries of the Benefice are available at the School

IN CASE OF ANY TIE – If the published admission number of 15 is reached when considering any the above categories the applicant(s) living nearest to School will be offered the place(s). The distance will be measured by a straight line ('as the crow flies'). All straight distances are calculated electronically by Suffolk County Council using data provided jointly by the Post Office and Ordnance Survey. The data plots the co-ordinates of each property and provides the address-point between which straight line distance is measured and

reported to three decimal places. Where there is more than one home within a single building (for example apartments) they will measure to a single point within that building irrespective of where the homes are located.

#### SHARED RESPONSIBILITY:

Where a child lives with separated parents who have shared responsibility, each for part of the week, the address at which the child is ordinarily resident will be considered to be the address that the child lives at for most of the week (excluding weekends and school holidays). Both parents must provide evidence in writing to confirm the child's living arrangements at the time of application.

In cases where the child spends an equal proportion of the school week with both parents, evidence of the main contact address will be required to support the application. Both parents must agree, in writing, which address is to be used as the 'ordinarily resident' address. This address will then be used when processing all school preferences expressed. It is not acceptable to use one address for one school preference and another address for another school preference.

Gypsy, Roma or Travellers: We regard Gypsy, Roma or Travellers who move into the catchment of a school as ordinarily resident in that area when considering applications for a school place.

Ultimate tie break – in the unlikely event of two or more applicants living the same distance and competing for a single place, a random allocation process will be supervised by someone independent of the school

Multiple births – if the final place at the School is offered to a twin/triplet etc. And the remaining sibling(s) would ordinarily be refused a place, the Governors will offer places to the remaining sibling(s).

Waiting Lists: A waiting list will be maintained by the school of those unsuccessful in their initial application. Names are placed on the waiting list in the priority order set out in our admissions oversubscription criteria. This list will expire on the 31st December 2023. The order of children on a waiting list does not remain static - as circumstances change a child's place on the waiting list can go up or down, for example due to withdrawals or additional applications. If you change your address while your child is on a waiting list you must let us know. Please be aware that this may change your child's position on the waiting list, particularly if you move into or out of the school's catchment area. Having your child's name on a waiting list will not affect your right to appeal for a school place in any of the schools you have applied for.

If a place becomes available, we will offer it to children on the waiting list for that school in priority order. We do not offer places on the basis of the date on which names were placed on the list. Where a school is over-subscribed, late applications will be placed on the waiting list. The order will be determined in accordance with the admissions over-subscription criteria, not the date on which the application is received.

Waiting List (In-Year): We do not hold waiting lists for school places for in-year applications.

An offer of a school place will be posted from the Local Authority (LA) Admissions team on 19th April 2023.

#### APPEALS:

If the Local Authority informs you that the Governing Body is unable to grant a place for your child, you have the right to appeal against their decision. You will be sent information on how to appeal.

All appeals against the Governing Body's decision not to admit pupils are processed by the Education Appeals Office, PO Box 579, Ipswich IP1 2BX and heard by an independent appeal panel.

If your application for a school place is refused, we will not determine a further application for a place in the same school in the same school year unless there has been a significant change in the circumstances of the parent, child or school. Such circumstances might be a house move or a place becoming available at the school.

If there is no significant change in circumstances, you can make another application for the following academic year but this will not normally be considered more than one term ahead of the date when you want your child to start at the school. In normal circumstances the Governors will not consider repeat applications in a single school year.

#### APPLICATION FOR ADMISSION TO OTHER CLASSES OR AN IN – YEAR APPLICATION:

1. Applications are not normally considered more than one term ahead of the date the place is required.
2. Parents wishing to transfer their children from one Suffolk school to another where there is no change of address should, in the first instance, discuss the matter with the Head Teacher of their current school before applying for another school (see also paragraph 8 below).
3. Parents who wish to make an in-year application for a place at this school should contact the school officer for an application – ADM1.
4. We will, on receipt of an in-year application, notify the local Authority (LA) of both the application and its outcome, to allow the LA to keep up-to-date figures on the availability of places in the area.
5. When a place becomes available in a year group that has been full at this school, any applicant refused a place for that school year in the last 15 school days and any applicant for whom an appeal has been lodged and is still to be heard, will be considered alongside any new applications. The place will be offered to the pupil ranked highest in accordance with the oversubscription criteria.

6. All applications will be processed by the school within 5 school days and the decision communicated in writing. An emailed decision will always be confirmed by letter. Acceptance of offers can be made by email or letter but, in all cases, within two weeks of the offer date.

7. If the number of applications exceeds the number of places available the Governors will use their published oversubscription criteria to determine the offer of places. Any unsuccessful applicant has the right to appeal the decision to an independent panel and details of how to do this will be included in the decision letter.

Policy Review – takes place annually in line with the School Admissions Code 2014. Consultation takes place locally with our parents and, more formally, with the Diocesan authorities and the Local Authority. The LA undertakes the statutory consultation in line with the School Admissions Code 2021.

If you have any queries about this application policy, please contact the School Secretary in the first instance.

## Finally

Thank you for reading this booklet. All the staff at Elveden C. of E. Primary Academy hopes that your child will enjoy and flourish from their time at school. We look forward to working in close co-operation with you to make your child's time at Elveden Academy happy and successful.

*The information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication. It should not be assumed that there will be no change affecting the relevant arrangements or some matters particularised-*

- a) Before the start of, or during, the school year in question,*
- or*
- b) In relation to the subsequent school year.*

