



Lytchett Minster School

# Admissions Policy

## 2026-2027

|                                       |                         |
|---------------------------------------|-------------------------|
| <i>Policy Status/Review Programme</i> | <i>Statutory</i>        |
| <i>Reviewed by SLT</i>                | <i>Autumn Term 2024</i> |
| <i>Ratified by Governors</i>          | <i>Autumn Term 2024</i> |
| <i>Effective from</i>                 | <i>Autumn Term 2024</i> |
| <i>Review scheduled for</i>           | <i>Autumn Term 2025</i> |
| <i>Responsible person</i>             | <i>Headteacher</i>      |
| <i>Responsible Governor Committee</i> | <i>Pastoral</i>         |

## General Principles

Lytchett Minster School is an 11-18 mixed comprehensive school.

The main principle of admission to Lytchett Minster School is to maintain the character of the school as a comprehensive school, providing for the needs of young people within the 11-18 age range living in our priority admission areas defined below and attending a named feeder school. We have a separate admission policy for the sixth form.

Admission to our school is not dependent on any 'voluntary' contribution.

The school will endeavour to provide places for students who live outside the priority admission areas and who do not attend a feeder school, provided they can be accommodated within the admission limits.

Students will be admitted at the age of 11+ without reference to ability or aptitude using the criteria below. The admission number/limit into Year 7 will be 260.

The school participates in the Local Authority co-ordinated scheme and all deadlines within that should be adhered to by applicants.

As required by the School Admissions Code 2011, the school will give top priority to applications on behalf of children who are 'in care'. A 'child who is in care' (CIC) is a child who is in the care of a local authority or being provided with accommodation by a local authority in the exercise of their social services functions. 'Children previously in care' are children who were in care, but ceased to be so because they were adopted, or became subject to a residence order or guardianship order.

Children with an EHCP naming the school will also be admitted.

## Definitions and Details

### **Our Priority admission area (Catchment area).**

Our priority admission area is largely the parishes of Lytchett Matravers, Bere Regis, Wareham St Martin, Upton and Lytchett Minster.

### **Feeder Schools**

We have strong curriculum links with the following local schools and give priority to applications from children who attend them.

- Bere Regis Primary School, Rye Hill, Bere Regis, Wareham, BH20 7LP
- Upton Junior School, St Martin's Road, Upton, Poole BH16 5NQ
- Lytchett Matravers Primary School, Wareham Road, Lytchett Matravers, BH16 6DY
- Sandford CE VC Primary School, Sandford, Wareham. BH20 7BN

### **Sibling**

By sibling we mean:

A full brother or sister, stepbrother or sister, adoptive brother or sister and non-blood related children who live with married, single or cohabiting parents in the same household and relates to all year groups provided by the school. We do not include 'cousins' within our definition of sibling.

### **Home Address**

This is defined as the address where a child resides all or the majority of school days/weeks.

If there is dispute over a child's home address, we will use the address to which Child Benefit is paid. If Child Benefit is not received, we will use the home address given on the child's General Practitioner (doctor's) record.

Proof of residence may be required by the Dorset Council co-ordinated team. The offer of a place may be withdrawn if proof of residence is not met. Similarly, the offer of a place may be withdrawn if it is found that the address is fraudulent.

### **Oversubscription**

In the event of oversubscription, applications will be considered using the following criteria:

1. Children in care and all children previously in care, including those 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 who live in the catchment area and have a sibling attending the school at the time of application with a reasonable expectation they will be attending at the time of the start of the new academic year.
3. Children of staff employed at the school at the time at which the application for admission is made and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children attending one of the named feeder schools.
5. Children who live in the catchment area.
6. Children who live outside of the catchment area but who have a sibling attending the school at the time of application with a reasonable expectation they will be attending at the time of the start of the new academic year.
7. Children with exceptional medical circumstances supported by written medical evidence. The evidence should come from at least one registered health professional and should set out the particular reasons why Lytchett Minster School is the most suitable school. Evidence pertaining to the need of the child to attend Lytchett Minster School because of an aptitude or ability or interest in our specialism will not be considered under this criterion. The evidence must be submitted with the application form.
8. Distance from Lytchett Minster School. If oversubscribed within any of the priority order categories above, places will be allocated on the basis of the shortest straight line measurement using a geographical information based system which identifies an Easting and Northing for the home address and the school and calculates the distance between the two locations. N.B. School transport is based on walking and driving distances.

### **Tie Breaker**

In the event of oversubscription in any category above, priority will be determined by the proximity of the child's home to Lytchett Minster School using the shortest straight line measurement using a geographical information based system which identifies an Easting and Northing for the home address (as defined above) and the school and calculates the distance between the two locations, with those living nearest the school being given priority.

### **Waiting Lists**

The LA will maintain a waiting list for the academic year of admission. Each added child will require the list to be ranked again in line with the published oversubscription criteria.

### **In Year Admissions**

Admissions for all year groups, Years 7-11, will be dealt with in accordance with this policy.

Applications should be made directly to the LA.

### Appeals

If a place at the school is not offered to a child, parents have the right to appeal to an independent panel. To begin an appeal, parents should visit the Dorset Admissions website:

<https://www.dorsetcouncil.gov.uk/w/appeal-a-school-admission-decision-1>

Appeals must be lodged within 20 days of receiving notification that the application has been unsuccessful.

### Sixth Form Entry

The school welcomes applications to the sixth form from Lytchett students and students from other schools. All applicants must meet the Level 3 (A level and BTEC) entry requirements (as set out in the sixth form prospectus) for the subjects to which they are applying, if they are to be accepted onto their chosen courses. To receive an offer of a conditional place in the sixth form students must have attended a sixth form specific guidance interview with a member of the SLT or the Sixth Form leadership team. A reference confirming a student's suitability for their chosen courses must also have been provided by the feeder school for external students to receive a conditional offer of a place in the sixth form.

## Equality Impact Assessment - Initial Screening Record

1. What policy is being reviewed?

Admissions Policy

2. Upon whom will this impact?

All stakeholders of Lytchett Minster School

3. How would the work impact upon groups; are they included and considered?

| <i><b>The Equality Strands</b></i> | <b>Negative impact</b> | <b>Positive impact</b> | <b>No impact</b> |
|------------------------------------|------------------------|------------------------|------------------|
| Minority ethnic groups             |                        | ✓                      |                  |
| Gender                             |                        | ✓                      |                  |
| Disability                         |                        | ✓                      |                  |
| Religion, faith, or belief         |                        | ✓                      |                  |
| Sexual orientation                 |                        | ✓                      |                  |
| Transgender                        |                        | ✓                      |                  |

|   |  |   |  |
|---|--|---|--|
| Age (N/A to pre-school and school children) |  | ✓ |  |
| Rurality                                    |  | ✓ |  |

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

| <i><b>The Equality Strands</b></i>          | <b>No</b> | <b>Yes</b> | <b>Uncertain</b> |
|---|-----------|------------|------------------|
| Minority ethnic groups                      | ✓         |            |                  |
| Gender                                      | ✓         |            |                  |
| Disability                                  | ✓         |            |                  |
| Religion, faith, or belief                  | ✓         |            |                  |
| Sexual orientation                          | ✓         |            |                  |
| Transgender                                 | ✓         |            |                  |
| Age (N/A to pre-school and school children) | ✓         |            |                  |
| Rurality                                    | ✓         |            |                  |

Does the initial screening highlight potential issues that may be illegal? **NO**

**Further Comments:**

N/A

Do you consider that a full Equality Impact Assessment is required? **NO**

**Initial screening carried out by Pastoral Committee**

**Signed by..... Chair of Committee ...**

**Headteacher Comment:**

I am satisfied that all students will benefit from this policy and none will be disadvantaged by it.