



**Calder High School Statement in Respect of
Admissions Procedures and Appeals for Admission
September 2021**

1. Provision of the Schools Standards and Framework Act 1998

1.1 Section 86 of the Act provides a framework enabling parents to state a preference for a particular school, and to give reasons as to why they would like their child to be educated in that school. The Act places a duty on the Local Authority and on School Governors to comply with this preference, unless doing so would prejudice the provision of efficient education or the efficient use of resources.

2. Admission to Calder High School

2.1 Calder High School is a comprehensive school, part of the Calder Learning Trust, catering for pupils in the age range 4 –16 years.

2.2 Each year the Governors publish their planned admission number (PAN) in conjunction with the Local Authority. The PAN is set at 262 pupils for September 2021. (It has been agreed in conjunction with the Local Authority to admit pupils up to a maximum of 292 for September 2020 with an agreement for growth funding. This additional allocation for 2020 only is to meet the needs of pupil places in the local area)

The Admission policy and oversubscription criteria for the school year commencing 1st September 2021 was published on the school's website and given to Calderdale L.A. for inclusion in the Calderdale Admission to Secondary School booklet.

The governors will admit pupils with Statements of Special Educational Needs and Disability (SEND), where it is the wish of the parents and local authority administering the statement, as long as the school can meet these needs. Where applications for admission exceed the number of places available the following criteria will be applied in the order set out below:

Calder High School Oversubscription Criteria

1. Children who are in public care (children 'looked after) or pupils who were previously looked after but ceased to be so because they became adopted or became subject to a child arrangements or special guardianship order, immediately following having been looked after.

2. Children living in the defined priority area (catchment area) who have a brother or sister (including step/half brothers and sisters) permanently resident in the same household and currently attending the school (excluding pupils in their final year).

3. Other children living in the defined priority area (catchment area).

4. Those children who do not qualify under categories 1-3 who have a brother or sister (including step/half brothers and sisters) permanently resident in the same household and currently attending the school excluding pupils in their final year).

5. Other children

Notes

(i) If there is oversubscription in any category, then pupils will be admitted in order of proximity of the pupil's permanent home to the school. Distance will be calculated using a straight line measurement from the pupil's permanent home to the nearest designated school gate. Distances will be calculated using the Local Authority's Geographical Information System (GIS). To ensure consistency applies, all measurements will be carried out by this method and no other method of measuring distance will be considered. Each property has a coordinate taken from Ordnance Survey Address-Point data. This is the point from which distance measurements will be taken.

(ii) In the event of two or more children living equidistant from the school, as measured by the procedure above, then the decision on which child will be allocated will be made using random allocation.

The admission process is carried out by Calderdale Metropolitan Borough Council (CMBC), under the co-ordinated scheme for CMBC, on behalf of the school. Where parental preferences exceeded the PAN, places will be allocated according to the oversubscription criteria. In the event of there being more applicants in any one of the above criteria than places available, priority will be given to those whose permanent address is nearest to the school.

How is the Published Admission number calculated

The Department for Education (DFE) has a formula for calculating the useable space in each school. Usable spaces include every space in the school except corridors, toilets and showers, boiler and plant rooms, kitchen and areas occupied by internal walls.

The first calculation is the net area. This is the total of all useable spaces in the school, including all buildings that are secure and water-tight. The Net Capacity method measures the area available in units known as 'workplaces' and this ensures that the places in the school are weighted fairly. This is because different activities require different types of space e.g. a classroom of 55sqm and a gymnasium of 254sqm will both accommodate a class of 30 students. The number of workplaces is then added together to give the maximum number of workplaces available. The decision is then made as to what the capacity will be, taking into consideration a number of matters such as the size and shape of classrooms, the size of communal areas and the number of classes. The net capacity is then divided by the number of year groups to give the Published Admission Number which was 232. The recent addition of a purpose built English teaching block allowed for numbers to increase to 262 in Years 7,8,9 for September 2020.

The PAN and number on roll for September 2021 are as follows:

Year Group	Number on Roll	Published Admission Number
Incoming Year 7 Sept 21	262	262
Year 8	284	292
Year 9	280	292
Year 10	246	262
Year 11	234	232
Outgoing Year 11	225	232

3. Provision of Efficient Education and Efficient use of Resources.

Calder High School is a very popular school. The school population has grown steadily as year groups have filled up and pressure has increased on our resources and our ability to maintain classes at their optimum size.

- 3.1 The school has moved from admitting 232 students (8 forms of entry) to 262 (9 forms of entry) due to the need and demand for places in the local authority at secondary school level. Calder Learning Trust supported the Local Authority by agreeing to increase the PAN to 262 to accommodate this need. Teaching groups in the majority of subjects are up to a maximum of 30 students. The school considered a return to its original PAN of 232 for September 2020 due to various constraints with staffing and resource provision. However, through consultation with the LA agreed to remain at 262.
- 3.2 With an average of 261 students in each year group the school has become seriously overcrowded and the potential Health and Safety risks to pupils have increased. The corridors and stairwells, the toilets and common areas were not built to accommodate the number of students on roll. The dining room in particular is inadequate in terms of capacity and overcrowding is so severe that we have a split lunch in order to accommodate footfall. This overcrowding of common areas is also a concern for any 'In Year' transfer requests during any academic year which are part of LA admissions procedures. The increased allocation for September 2021 causes further overcrowding and demands on these areas. The staffing allocation and rooming for the curriculum is at capacity and will be again for September 2021.
- 3.3 The design of the school can cause health and safety problems, particularly at lesson changeover times due to the design of the two separate wings of the school. Depending on the timetable, at certain points of the day there can be a lot of congestion with students crossing the main reception area at the same time, this has caused health and safety issues and some vulnerable students have to be let out of class early to avoid this issue.
- 3.5 The Governors have a duty to provide an efficient education for all pupils at Calder High School and this can only be achieved if classes are of a reasonable size. Recent changes in secondary

education have led to greater demands being placed on both pupils and teachers. Such changes include the re-development of the National Curriculum with its emphasis on:

- assessment and testing
- effective oral communication
- appropriately differentiated work
- practical and vocational subjects
- personalisation with its emphasis on individualised learning

- 3.6 If Calder High School is to continue to provide an efficient education according to age, aptitude and ability of pupils, the Governors must ensure that class sizes are conducive to the development of appropriate learning styles and the learning environment and behaviour expectations is maintained. Changes such as those referred to above are more demanding of teacher time and require more attention to the needs and responses of individual pupils. Effective teaching, therefore, can only be achieved by recognising that at some point the school is full and further admission would prejudice the delivery of efficient education.
- 3.7 In each key stage and year group the issue of class size is important. Each student has individual needs and timetables are constructed to allow for high quality teaching and learning to take place to meet these needs. Careful management of group sizes and staff allocation is integral to this. In practical subjects such as: - PE, Art/Music/Drama/Technology/Science – this is particularly critical.
- 3.8 The staffing capacity in the pastoral team is stretched and with limited resources to intervene the school often finds it very challenging to meet the increasing demand for behaviour and welfare needs of its students. Each year group has one Pastoral Head of Year (Head of Year 8, who is Part Time 0.8 hours). There is also an Inclusion Manager who is responsible for the inclusion support, an Attendance officer and a Safeguarding Lead who make up the remainder of the Pastoral Team for the school. This level of staffing is below the norm for secondary schools of similar size.
- 3.9 Calder High School is an inclusive school and caters well for students with special needs. The school has a high number of students (24) who have a statement of special educational need or have an Educational Health Care Plan (EHCP). We have students who have restricted mobility, which puts a strain on the corridors during lesson changeover. Classroom space is a particular concern as each student with a statement has a support worker which takes up extra classroom space.
- 3.10 In addition to the students who have a statement or EHCP, there will be 275 students recorded as having special educational needs. This is well above the National Average. Therefore the number of students with Special Educational needs at Calder High School amounts to 21.6% of pupils on roll. This number of students with special educational needs has an impact on resources and lesson planning. The number of Learning Support Assistants employed for September 2021 to assist students 1:1 in lessons and around school each day does not meet the statutory requirements for students with an EHCP. A further 3 LSAs will need to be recruited. Furthermore, this does not allow for additional support for other students who are on the SEND register or are vulnerable. As a consequence of this staffing constraint, the planning and allocation of support for all those on the register is extremely challenging and paired/group support is often used which can often reduce the impact it has.

Calder High School prides itself on the excellent pastoral care it offers to promote the physical, emotional and mental wellbeing of all students. However, as highlighted earlier this is being tested due to the pressures and increased demands on limited resources and staffing. Additional students with significant additional needs will cause extra pressure on the pastoral staff to deliver this excellent care. The Pastoral Team are currently understaffed and Inclusion work to support students who display challenging behaviours has significantly reduced. Inclusion sessions delivered by the pastoral team fell from over 500 sessions to just 60 sessions last year. This, in turn, has led to a significant increase in the number of students who received consequences and sanctions such as faculty detentions, Remove detentions, Alternative to Exclusion (A2E) provision, as part of the Behaviour for Learning Policy, as the school was not able to intervene and use strategies to support students as fully as it would like.

SEND List Overview		CLT v Nat Av
Number of students on SEN list	275	21.6% v 12.9%
Number of students on SEN list Year 7	40	15%
Number of students listed as K	245	19.2% v 11.1%
K list year 7	36	13.6%
Number of students listed as E	30	2.3% v 1.8%
E list Year 7	6	2.2%

- 3.11 The Calder Learning Trust believe that any admission of a student into Year 7, over and above the PAN and agreed additional allocation of 262 would be detrimental to quality of provision offered and cause prejudice toward that Year group.