

# JSTC Brochure



# **GOVERNING BODY OF JOHN SPENDLUFFE TECHNOLOGY COLLEGE**



HEADTEACHER: Ms J Shorrocks

CHAIR: Mr P Milson

VICE CHAIR: Mr G Willoughby

CLERK TO THE GOVERNORS: Mr J Treasure

Mrs L Ailsby

Mr D Allen

Mrs T Chatterton

Mr G Crust

Mr R Follett

Mrs S Gibney

Miss R Hickson

Mrs L Iaquaniello

Mrs E Ramm

Mrs J Sharp

Mr R Snell



## **VISION AND VALUES**

**Governors, staff and students at  
John Spendluffe Technology College are:**

### **Resilient, Responsible and Respectful**

JSTC provides a happy, healthy, inclusive learning environment in which:

- The unique qualities of every person are valued and developed.
- Staff, students, parents and the wider community work together and learn from one another.
- Everyone feels safe and secure.
- Equal opportunities exist for all to succeed.
- Principles of self-discipline, determination and personal achievement are celebrated.
- Moral, cultural and spiritual awareness develop a reasoned set of attitudes, beliefs and values to shape responsible citizens of the future.
- A high quality, innovative curriculum prepares students with knowledge and skills for a fast changing future.
- Teaching and learning ensure continuous improvement to boost student performance.
- Personalised learning is regarded as a journey of challenge, adventure, enjoyment and achievement.
- Quality resources and excellent teaching promote mutual respect and wisdom necessary for teacher and student team work.



## **Ofsted – March 2019**

'Pupils benefit from a broad curriculum. At KS4, pupils follow courses well matched to their needs and interests.'

'Pupils behaviour is typically good. There are positive relationships between leaders, staff and pupils. Pupils are typically polite and conduct themselves in a positive manner'  
'Leaders have raised their expectations for pupils' good behaviour.'

'The new Headteacher is ambitious for pupils...and has an in-depth knowledge of the school.'

'The new leadership team is improving the school with commitment and determination.'

'...pupils are set challenging targets in each of their subjects. Pupils know what they are aiming to achieve.'

'Leaders work effectively with parents, carers and the local community.....and offer parents many opportunities to engage in and support their children's learning.'

'The arrangements for safeguarding are effective....and groups of pupils feel safe in the school.....large majority of parents agreed their children are safe and well cared for.'  
'...strong practice makes good use of teacher's subject knowledge to increase pupil's knowledge, develop their skills and make sure they understand what they are learning. Activities are well planned to engage pupils and challenge them to think harder. Teachers use questioning skilfully to check pupils' understanding and develop deeper thinking.'

'Teaching assistants make a positive contribution to pupil's learning.'

'Pupils are confident and happy. They benefit from positive relationships with one another and with staff. Staff know the pupils well and provide them with appropriate care, guidance and support.'

'Independent careers advice and guidance support pupils' future decisions well'  
'...when teaching provides the most able pupils with challenging activities, and opportunities to think deeply and work independently, the most able make good progress.'

'Leaders' work to help pupils with low standards of literacy and numeracy is having a positive impact. A range of useful strategies support pupils in developing new skills, which increases their confidence and their ability to access the curriculum.'



**For more information please visit our website at: [www.istc.org.uk](http://www.istc.org.uk)**

Please note; a new website is under construction and will be available in the autumn of 2019.

## **INTRODUCTION**

The information in this brochure is correct as of September 2019. Some information in this brochure may change during the year.

John Spendluffe Technology College  
Hanby Lane  
ALFORD  
Lincolnshire  
LN13 9BL

Telephone number: 01507 462443

Headteacher: Ms J Shorrocks

Chair of Governors: Mr P Milson

The John Spendluffe Technology College is an 11 - 16 Converter Academy. This means that as a school we can plan strategically for the benefit of our students alone.

Morning session times 08.55am – 1.00pm

Afternoon session times 1.55pm - 3.35pm

In this brochure we provide the answers to most of the queries that parents have.

## **ADMISSIONS**

Parents are welcome to make an appointment to visit The John Spendluffe Technology College, please contact the Main Office. The admission limit for John Spendluffe Technology College is 125. The criteria used are set out in our Admissions Policy.

## **ATTENDANCE AND ABSENCE**

If a student is absent parents should inform the school by telephone on the day (before 9am) or by letter in advance. Students should only be absent when ill or when attending for dental or medical treatment.

Holidays cannot be authorised during term time. Requests for absence should be made through the completion of an absence request form available on the school website or from the school.



Tutor time/Collective Worship is at 8.55 a.m.  
Lessons begin at 9.20 a.m.  
Break is from 11.00 - 11.20 a.m.  
Lunch is from 1.00 – 1.55 p.m.  
Afternoon lessons begin at 1.55 p.m.  
Lessons end at 3.35 p.m.

A child is considered to be 'persistently absent' when their attendance falls below 90%. This equates to an additional 20 school days absent from school. The impact on the child's learning results in poor progress and poor outcomes at the end of Y11. This is explained more fully on the 'Pupil Attendance Explanation Sheet'.

### **BUSES**

Students who travel to and from school on buses must behave sensibly according to the school's Code of Conduct and the terms and conditions linked to the issue of a bus pass by LCC. Students in receipt of a bus pass may lose their right to their pass if behaviour is poor and LCC have the right to remove passes as a result of reports of poor behaviour. If behaviour is a concern LCC will put in place a behaviour contract involving students and parents. If behaviour continues to be poor a bus company may refuse to transport a student. A school can exclude a student who behaves poorly on a bus persistently. This can result in a permanent exclusion. A permanent exclusion can also occur if a student's behaviour is deemed dangerous.

### **COLLECTIVE WORSHIP**

Students are required to attend Acts of Collective Worship unless parents make a written request for withdrawal.

### **COMPLAINTS PROCEDURE**

The health, safety and welfare of all our students is a top priority for us at the school. If at any time you feel you have a complaint, please tell us and we will work with you to resolve any issues that you raise.

### **CURRICULUM**

During the first two years students have the opportunity to study English, Mathematics, Science, Spanish or French, Drama, History, Geography, Music, Religious Education, Technology, Art, Information and Communication Technology and Physical Education. There will also be PSHE Education delivered by the tutor. Some of the lessons are delivered through a skills based curriculum called Opening Minds. These lessons aim to enhance student responsibility, independence and resilience. Teaching groups are constructed to support students learn at the most appropriate pace – including teaching groups for the more able students. Some students are taught in small groups where students are supported to develop basic literacy and numeracy skills. This is part of our

personalised approach to learning – to ensure that all our students get the education and support most appropriate to their needs.



At the end of Year 8 Key Stage 3 students will be allocated to one of two curriculum routes designed to meet their needs. Within each route students will be asked for their preference between History and Geography and, following consultation with parents and subject teachers, decisions about what additional courses the students will follow are taken. In KS4 all students study English Language and Literature, Mathematics, the three Sciences, History or Geography and may take a foreign language. We also offer our students a diverse range of academic GCSE options ranging from Design and Technology subjects such as Product Design, Graphics, Fashion and Textiles to Art, Food and Religious Studies. Additionally quality vocational courses ranging from Child Development to ICT, Business Studies to Sport, Engineering, Music, Health and Social Care and Performing Arts are available.

### **DISCIPLINE**

We expect high standards of self-discipline and good manners from all students both in and out of school and this is reflected in our values of Resilience, Respect and Responsibility.

Students must attend School regularly, be punctual and meet our standards in dress code, behaviour, attendance and application to study. A 'Learner Agreement' is signed as proof of this expectation. The school has a reward scheme to support positive behaviour. Students whose work or conduct is unsatisfactory, after being warned, are monitored using a weekly or daily reporting system via the tutor and pastoral team.

### **EDUCATIONAL TRIPS**

We are extremely proud of our students' academic success but we are equally proud of the all-round education and support our students are offered. This rounded education gives them the skills they need to be successful when they leave the school. Trips and extra-curricular enrichment opportunities form part of this development. School trips are organised each year and various members of staff arrange educational visits to places of interest and to the theatre etc. Educational holidays abroad also take place and full details of any journeys are sent to parents. ***Participation on a trip or visit is dependent on good behaviour in school.***

### **EQUAL OPPORTUNITIES**

The school is committed to achieving educational standards which provide equality of opportunity and freedom from discrimination on grounds of race, gender, disability, religious belief or gender orientation.

### **EXTRA CURRICULAR**

Students in KS3 are encouraged to participate in the range of activities outside of normal lessons. There are a variety of clubs and activities organised by members of staff at lunchtime or after the end of timetabled lessons. Recent clubs have included: Music Club, ICT Club, Drama, Creative Club, and Guitar Club. There are also academic homework and intervention sessions. Many students take part in opportunities such as the Duke of Edinburgh Award scheme, Rock Challenge, Year 7 Camp, the Lincolnshire Show and



numerous other events. The extra-curricular offer is reviewed annually to ensure it meets the needs of our students.

### **HEALTH AND SAFETY**

In the interests of safety we cannot permit body piercing. To clarify the position, our stated uniform list allows for one single stud in each ear lobe and we believe this to be in line with what a reasonable employer would find acceptable. False nails are not allowed. Jewellery is limited to the items listed in the student planner.

### **HOUSE SYSTEM**

We have a House system that supports a range of competitions in school (eg sports, quizzes and other collaborative events). Your child will be allocated to one of the three Houses; Discovery (red), Endeavour (green) and Enterprise (blue). The House your child is in will be represented via a coloured stripe on the tie.

### **INAPPROPRIATE ITEMS IN SCHOOL**

We are keen to reassure parents that on the rare occasion that any potentially dangerous object is brought into school, it will be confiscated immediately and parents informed, in line with national guidelines.

### **INTERNAL EXAMINATIONS**

In addition to public examinations at the end of Y11, internal assessments take place within each year group once a year – following a scheduled timetable.

Each student receives a full written report once a year and three progress, attainment and attitude updates. These documents outline current and projected attainment towards targets. Parent evenings will be held for each year group with your child's subject teachers, to which parents are invited. In addition, parents of Y7 students have a 'settling in' evening in October. Parents are welcome to contact the school at any time if they have concerns about their child's progress.

### **INTERNATIONAL SCHOOLS AWARD**

We gained International Schools Award in 2009 (re-accredited in 2012, 2015 and 2018) in recognition of the significant international dimension across our curriculum.

## **MEALS**

Our catering team provide healthy, nutritious, hot and cold meals and snacks on the cash only system. A list giving examples of the range of food available, with current prices, is enclosed with this brochure. Food must not be eaten in classrooms and may only be consumed in the canteen or the food zone area. Children who bring packed lunches may



also use the canteen dining area or the food zone area. Lunch break is supervised by midday controllers.

Students who are entitled to free school meals (FSM) use the canteen and select food to the value of their allowance. (FSM application guidance letters are available from the main office.)

## **MOBILE PHONES**

We recognise that mobile phones are important to communicate with your children during their travel to and from school. Mobile phones must not be used in the classrooms or corridors and must be switched off whilst in the buildings. Mobiles may only be used in the "phone zone".

***Mis-use of mobile phones during the school day will result in the mobile phone being confiscated by a member of staff and returned to the student after an advised period of time – usually the end of the school day.***

The school takes no responsibility to loss or damage to mobile phones.

## **MORE ABLE & TALENTED (MAT)**

We have a designated member of staff responsible for our MAT students. All staff ensure there is an appropriate level of challenge in all lessons for all our students, including our MAT stream (who are taught together as a group in KS3). In KS4 Core subjects are set on ability, independently from each other.

## **MUSIC**

Music plays an important part in the life of the school. Opportunities are provided for extra lessons in drumming, strings, guitar, brass, vocal coaching and keyboard by the peripatetic music service. Instruments are provided free of charge but tuition, music scores and other accessories have to be paid for by parents. Students take part in school concerts, local musical events and concerts in the community. Performing arts and other cultural groups are invited into school to enhance our music, drama and dance curriculum.

## **PARENTS/CARERS, STUDENTS AND LINKS WITH SCHOOL**

Our links with parents are strong. We believe that the three way partnership between students, teachers and parents contributes significantly to the success and enjoyment gained through learning.

We respond promptly to queries and concerns from parents and we raise our concerns as soon as matters arise by contacting you at home. In this way we believe any problem or difficulty can be dealt with efficiently and avoid further complications. A guide for parents 'How can we help?' has been produced to help you seek advice from the most appropriate member of staff.



If you feel you would like to contribute to school in a fuller capacity the Governing Body has provision for six parent governors and all parents are informed of vacancies as they arise. We welcome parental interest in a role within the Governing Body. Please contact the school office if you would like to be more actively involved in school life.

### **PARKING**

Please be aware that Hanby Lane becomes very congested with buses between 8.30 a.m. and 9.00 a.m. and 3.15 p.m. and 3.50 p.m. every week day. Access is restricted at these times.

**Parents dropping off or collecting children must use the Alford town free car park over the bridge behind the Library and not use the school car park. The school car park may only be used with prior agreement.**

### **PREFECTS**

Each year staff and students elect prefects, Head Boy, Girl and Deputies. They assist all staff in the smooth running of the School, and act as our "ambassadors" at special events and when we receive visitors. They are distinguished by their silver and gold ties and their prefect badges.

All Y11 students should aspire to be prefects as this role indicates that a student has adopted a responsible approach to school life.

### **RELIGIOUS EDUCATION**

Religious Education lessons are non-denominational but if parents are concerned about the content of the course they are asked to communicate with the school. Parents have the right, currently, to withdraw their child from Religious Education. If a student is withdrawn from RE agreed work needs to be provided to cover that lesson time.

### **REWARDS**

There is a system of rewards within the school. Students are rewarded as individuals and as part of their Year or House Group. Students are rewarded for their efforts, attitude and attainment.

## **SEX AND RELATIONSHIP EDUCATION GUIDANCE**

Sex and Relationship Education Guidance is included in Science, Religious Education and Tutor Time. Outside speakers are invited into the school to give talks on occasions and educational videos are used with discretion.

On admittance to JSTC parents or carers are informed that we teach Sex and Relationship Education Guidance and have the right to withdraw their children from the relevant Health Education or general R.E. lessons. In such cases the school will make arrangements for alternative work and appropriate supervision for these students. This right to with'



does not apply to National Curriculum Science lessons. Parents are welcome to read the Sex and Relationship Education Guidance policy if they so wish.

## **SPECIAL EDUCATIONAL NEEDS (SEN)**

Our aim is to ensure each student feels valued and to help all students achieve their full potential whatever their difficulties.

All SEN students are fully integrated into the mainstream and individual needs are met by support within subject areas and possible withdrawal teaching in small groups to implement appropriate teaching programmes.

Full details of SEN provision are outlined in our Special Needs Policy which is available online or in School on request.

## **SPORT**

The aim of the Physical Education department is to stimulate student interest and enjoyment in Physical Education, promoting health and fitness for future lifestyles. The establishment of student self-esteem through the development of physical confidence is a major aim of the department.

Our Sports Hall is fully equipped and fully utilised throughout the week and is supported by a swimming pool, astro-turf and extensive grounds. Each student has three Physical Education lessons per week in Years 7 and 8 and two per week in Years 9, 10 and 11. A Physical Education option (currently BTEC Sport) is also available in Years 10 and 11. A comprehensive range of sports is offered to our students and the School prides itself on entering as many competitions as possible.

Various clubs take place at lunchtime or at the end of timetabled lessons. These include - Badminton, Trampolining, Swimming, Football, Table Tennis, Tennis, Athletics, Hockey, Cricket, Volleyball, Rugby and Netball. We encourage all of our students to take part.

Matches, competitions and tournaments take place throughout the year.

## **STUDENT COUNCIL**

Students have an input into decision making in the school via our School Council system. Each tutor group votes for a representative who is responsible for taking their views and ideas to the School Council meetings and feeding back the outcomes of debate and decisions made. School Council members meet with the Headteacher on a regular basis to discuss any student concerns, ideas, views or suggestions for charitable and other events.

The school has been accredited with the Silver Student Council Award.

## **STUDENT WELFARE**

Each tutor group in the school has a Form Tutor who is responsible for the care and guidance of the students and they are the first point of contact with the school. The



primary task of the Form Tutor is to get to know the students for whom he or she is responsible and to take a key role in their pastoral care throughout their time at school. Please contact your child's tutor if you have any initial concerns about your child's education.

The school pastoral system is divided into year groups with a team of staff who monitor the performance and progress of your child. For each year group there is a Progress Leader, Deputy Progress Leader and Assistant Progress Leader whose role is to support and guide their students and monitor their academic progress and attendance. In order for you to be able to contact the relevant Progress Team effectively there is a dedicated e-mail address for each year group.

Students have a planner which should be signed regularly by the tutor and parents to show that it is being used appropriately by the student. Any questions and notes for the tutor can be written on the relevant weekly page serving as a good way to communicate quickly with school.



Please  
keep in a  
safe place

## **SCHOOL HOLIDAYS 2019-2020**

<b>Autumn Term 2019</b>	School re-opens on Wednesday 4 September 2019
<b>Autumn Half Term 2019</b>	School closes after the afternoon session on Friday 18 October and re-opens on Tuesday 29 October 2019
<b>Christmas 2019</b>	School closes after the afternoon session on Thursday 19 December 2019 and re-opens on Monday 6 January 2020
<b>Spring Half Term 2020</b>	School closes after the afternoon session on Thursday 13 February and re-opens on Monday 24 February 2020
<b>Easter 2020</b>	School closes after the afternoon session on Thursday 2 April and re-opens on Monday 20 April 2020

**May Day 2020**

Friday 8 May 2020

**Summer Half Term 2020**

School closes after the afternoon session on Friday 22 May and re-opens on Monday 1 June 2020

***School Closed***

***Monday 15 June 2020 – Year 5 Day (Provisional)***

**Summer Holiday 2020**

School closes after the afternoon session on Tuesday 21 July 2020

**JOHN SPENDLUFFE  
TECHNOLOGY  
COLLEGE**



**ADMISSIONS POLICY  
2019/2020**

# **JOHN SPENDLUFFE TECHNOLOGY COLLEGE**

## **ADMISSIONS POLICY**

John Spendluffe Foundation Technology College is the admissions authority. The decision on who to admit is made by its Governing Body.

The Governing Body wishes to make it clear that it welcomes applications from students regardless of aptitude or ability. The published admission number for Year 7 is 125. The Governing Body does not propose to exceed this number in the future.

### **Process of application**

Arrangements for applications for places in Y7 at John Spendluffe Technology College will be made in accordance with Lincolnshire County Council's co-ordinated admission arrangements; parents resident in Lincolnshire can apply online at [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions), they can also apply by telephone, or ask for a hard copy application form, by telephoning 01522 782030. Parents resident in other areas must apply through their home local authority. John Spendluffe Technology College will use the Lincolnshire County Council's timetable published online for these applications and the relevant Local Authority will make the offers of places on their behalf as required by the School Admissions Code.

Key dates are:

- a) September/October – John Spendluffe Technology College will provide opportunities for parents and students to visit the school.
- b) By 31 October – CAF to be completed and returned to the relevant local authority to administer.
- c) 1 March - offers made to parents of pupils joining secondary provision.

In accordance with legislation the allocation of places for children with the following will take place first before the allocation of other places as part of the annual admissions process; for children with an Education, Health and Care Plan (Children and Families Act 2014). Remaining places will be allocated in accordance with this policy.

If the number of applications exceeds the number of places, the decision to offer places will be taken in accordance with the following criteria, listed in order of priority:

1. Looked after and previously looked after children. Previously looked after children are 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. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child

arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2. There is a sibling who will still be attending the school when the child is due to start. By sibling we mean:
  - A full brother or full sister, whether or not living in the same household.
  - Another child normally living for the majority of term time in the same household, for whom an adult in the household has parental responsibility as defined in the Children Act 1989 or Section 576 of the Education Act 1996.
  - In the case of twins and where there is only one place available in the College, both will be treated as one application. The College will go above its admission number by one.
3. A student whose parent(s) is presently employed at John Spendluffe Technology College or is/are recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Distance of home from college. This will be measured as straight line distance as calculated by Lincolnshire County Council school admissions team from the Post Office Address Point of the home to the Post Office Address Point of the school.

The child's home address is the address where they live for the majority of the school term time with a parent who has parental responsibility as defined in the Children Act 1989. Or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a parent but who has responsibility for her or him.

It could include a child's guardians but will not usually include other relatives such as grandparents, aunts, uncles etc unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property.

Where your child lives normally during the school week with more than one parent at different addresses, the home address for the purposes of school admissions will be that of the parent who lives closest, as measured by straight line distance.

If you have more than one home, we will take as the home address the address where you and your child normally live for the majority of the school term time.

5. If any of the oversubscription criteria have too many applicants then the tie-break will be distance described in 3 above. The child living closer to the school will be offered the place. In the event that this is the same for two or more children it will be decided by random allocation.
6. Reserve list

For admission into the intake year only i.e. Year 7, the governors will keep a waiting list which we call a reserve list. If we have to refuse a place at our school your child is automatically put on the reserve list, unless you have been offered a higher preference school. This list is in the order of the oversubscription criteria, as required by the school admissions code. This means that names can move down the list if someone moves into the area and is higher placed under the oversubscription criteria. The governors must not take account of the time you have been on the list. For the intake year the list is kept by the Schools Admission Team until the end of August. After this the school admissions code requires that schools keep the reserve list until the end of the autumn term.

#### 7. Appeals

The procedures for appeals relating to admissions will be in accordance with all relevant legislation. They are independent and organised by the County Council Legal Services Section and entirely separate from the admission system. The decision of the appeal panel is binding on all parties.

You should send your appeal to the school by the end of March and your papers will be passed onto the Legal Services Section

#### 8. Mid-year admissions

The governors will accept admissions into other year groups if there are places. If there are more applications than places then the oversubscription criteria will be used to decide who should be offered the place. If there are no places then you will be told of the independent appeal system.

#### 9. Fair Access

The government has stated that all Local Authorities must have a Fair Access agreement that allows hard to place children, for example those that have been permanently excluded, to be given a place before any oversubscription criteria are applied and before anyone is considered from the reserve list. Such children are shared out to make sure no one school has to take too many of these children.

#### 10. Fraudulent applications

As an admission authority we have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address was given which denied a place to a child with a stronger claim.

We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

#### 11. Children of UK service personnel (UK Armed Forces)

The School Admission Code states that admission authorities must ensure that arrangements in their area support the Government's commitment to removing disadvantage for service children. The following statement seeks to do this

without offering service personnel an advantage in the admission arrangements. It will help the majority of service personnel but there may be circumstances where schools cannot admit because of organisational or curriculum difficulties.

For late intake applications and midyear applications we will aim to remove any disadvantage to UK service personnel by applying the school's oversubscription criteria. We will check to see if the address is within the distance of the last child admitted in the last admission round that was oversubscribed on offer day. If the address is within the distance the governors will consider admitting providing all children in public care and siblings have already been admitted. This will be irrespective of the fact that the school has had appeals heard or appeals currently being scheduled.

It maybe that we still cannot admit because of organisational difficulties within the school, if this is the case we will inform the Local Authority and ask them to consider your second and third preferences.

For families of service personnel with a confirmed posting to the area, or crown servants returning to live in the area from overseas, the Governors will:

- Allocate a place in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address to use when considering the application against the school's oversubscription criteria.
- Accept a Unit postal address or quartering area address for admissions purposes for a service child.

The Governors will not refuse a service child a place because the family does not currently live in the area.

12. Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Parents wishing to make these requests must contact their home local authority for guidance on the procedure to follow.

It is important for parents to note that they will have the opportunity and responsibility to provide whatever evidence they wish to support their request.

John Spendluffe will make decisions on the basis of the circumstances of each case.

This will include taking account of:

- the parent's views
- any available information about the child's academic, social and emotional development
- where relevant, their medical history and the views of a medical professional
- whether they have previously been educated out of their normal age group

- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely
- the views of the head teacher