



Holte School

Admissions Policy

Lead member of staff:	Lee Farmer (Assistant Headteacher, Pastoral)
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
Revision Date:	May 2023
Date Ratified By Full Governing Body:	June 2023
Signed By Chair Of Governors: Ms C Hardy	Ms C Hardy

1. Aims and objectives

1.1 Our school is a community school set in the inner-city area of Lozells, Birmingham admitting students in Year 7 and Sixth Form. The main principle of admission is to provide for the educational needs of young people who live in Lozells and the surrounding area.

1.2 We are an inclusive school and welcome all applications. The published admission number (PAN) for 2022/23 for Year 7 will be 192. In recent years we have received more applications than we have places for. Indeed, we have recently admitted above this number at the request of the Local Authority to meet the needs of the community.

1.3 This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code](#)
- [School Admission Appeals Code](#)

The school is required to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

1.4 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 6, 23, 28,

1.5 All school places are offered on the basis that the information provided is correct. The school reserves the right to withdraw any offer on the basis of a fraudulent or intentionally misleading application.

2. Guidelines for admission

2.1 Transition from primary to secondary education

Admission to secondary from primary education is determined by the Local Authority's School Admissions service. Parents should submit their preferences for placement into secondary school to the Local Authority by the October prior to transfer. On receipt of each Preference Form, preferences are considered equally.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

1. Children in Local Authority Care (LAC) or who were previously in Local Authority Care.
2. Children with a brother or sister already at the school who will still be in attendance at the school in September 2020.
3. Children who live nearest the school.

The Local Authority writes to parents/carers of children living in Birmingham informing them which school their child has been offered. Parents/carers receive only one offer. Parents/carers are then asked to confirm whether they accept the offer.

Sometimes, the Local Authority is unable to offer a place at Holte because there were more applications than spaces available and some children meet the criteria more successfully than others. The Local Authority will offer an alternative school in this case.

For parents of children with an Educational Healthcare Plan, a Birmingham City Council SENAR Preference Form should be completed. A school place will be allocated to a child with an EHCP in accordance with the SEND Code of Practice (2015)

For further information visit:

https://www.birmingham.gov.uk/info/20119/school_admissions/1778/secondary_school_year_7_admissions/1

2.2 In-year School Admissions

Applications made outside the normal admissions round (in-year admissions) should be made directly to the school at – admissions@holte.bham.sch.uk . Parents/carers can apply for a place for their child at any time and to any school. On receipt of an in-year application, the school will notify the Local Authority of both the application and its outcome, to allow the Local Authority to keep up-to-date figures on the availability of school places in Birmingham.

The Local Authority's School Admissions service is responsible for coordinating all applications for school places after the normal intake, and places in other year groups.

Following an application there will be one of two outcomes:

- If the school has places available a child will be offered a place.
- If the school is already oversubscribed (full to its admission limit for that year – currently 192) a child is placed on the school waiting list. The school will maintain waiting lists for every year group.

If a child is to join Holte at a time other than in the normal September intake the following will happen:

- The school will request references from the student's home school. An interview will be arranged on receipt of these references.
- An interview will be arranged with the Year Manager, Year Coordinator or Assistant Headteacher, Pastoral. As part of this interview the student is tested by the SEND team to ascertain academic ability and potential. This informs timetabling and setting of the student.
- The family will be given a copy of the school prospectus and advised on uniform, PE kit and other matters.
- A start date will be agreed.
- The relevant year team will inform staff via e-mail that a new pupil is going to start and provide relevant information to assist in the education of the new student.
- Vulnerable students will be supported on their integration into school with a short term placement in the school's Learning Support Centre.

For parents of children with an Educational Healthcare Plan, any proposed changes to a school place must be made in conjunction with SENAR.

For further information visit:

https://www.birmingham.gov.uk/info/20119/school_admissions/587/in-year_school_admissions

2.3 Fair Access Protocol

The School Admissions Code 2022 sets out the basic requirements for a Fair Access Protocol. Each local authority must have a Fair Access Protocol. The purpose of the protocol is to ensure that outside the normal admissions round, children without school places, especially the most vulnerable, are admitted to a suitable school as quickly as possible. If an in-year admission is deemed to meet fair access criteria it will be referred directly to the Local Authority by the school.

The Governing body of the school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the Governing body is able to give priority to a child where admission is requested under any locally agreed protocol. The Governing body has this power, even when admitting the child would mean exceeding the published admission number subject.

In agreeing a protocol, the local authority must ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been permanently excluded from other schools, or who have challenging behaviour. The school

will admit students via. the Fair Access Protocol throughout the year. All admissions via. the Fair Access Protocol will be reported to the governing body every term.

For further information visit:

https://www.birmingham.gov.uk/info/20119/school_admissions/587/in-year_school_admissions/3

2.4 Admission to the Sixth Form

Birmingham Local Authority is not responsible for admissions to Holte School Sixth Form. Applications for a place in the Sixth Form should be made directly to the school. A young person who has an EHC Plan and is due to move on to a Post 16 placement will have the opportunity to state their placement preference(s) using the SENAR Post 16 preference form.

The capacity for the Sixth Form is 200. This is a combined figure for Year 12 and 13. Existing students at Holte School wishing to remain at school beyond Year 11 into the Sixth Form will be able to do so providing they meet the requirements for access onto the courses that they have chosen.

Priority for places is given to students in Year 11 currently on roll who meet the entry requirements for Sixth Form courses. If the number of applications exceeds the admission number, the governors will give priority to applications in accordance with the criteria in the order listed, depending upon applicants achieving the relevant entry requirements for individual subjects.

All applicants wishing to join the school for the first time in Year 12 are subject to the same entry qualifications and requirements as those for existing students. For external applications the remaining places available on a particular course will be offered to those who have the better grades at GCSE or subject specific requirements.

The academic entry qualifications and requirements for students wishing to attend the Sixth Form are:

- A grade 4 in English language and Maths in order to study a vocational course.
- A grade 6 in English language and Maths in order to study an A 'Level course.

If the number of applications to join the sixth form exceeds the published admission number (100 in Year 12), then the following oversubscription criteria will apply.

- Children in Local Authority Care (LAC) or who were previously in Local Authority Care.
- Children with a brother or sister already at the school will still be in attendance at the school in September 2022.
- Children who live nearest the school.

Any student refused the offer of a place in the Sixth Form has the right of appeal to an independent appeals panel. Admission to the Sixth Form will be via application to the Assistant Headteacher – Teaching & Learning. Students will be invited to discuss possible options with sixth form staff.

Commented [t1]:

Holte School's procedure is compliant with the School Admissions Code 2022 which states; "any meetings held to discuss options and courses must not form part of the decision process on whether to offer a place."

2.5 Appeals

Appeals for places at Holte School are administered by Birmingham's Education Appeals Team. Parents who wish to appeal against the decision to refuse their child admission should contact the Children's Information and Advice Service on 0121 303 1888 to request an appeal form. Appeals will be heard by an independent panel. For further information regarding the appeals process visit:

https://www.birmingham.gov.uk/info/20119/school_admissions/207/appeal_against_a_decision_to_refuse_your_child_a_school_place

2.6 Waiting lists

If Holte School was a parent/carer's preferred choice of school and they have not been allocated a place they will be informed of their right to appeal and asked if they wish to go on to the school's waiting list. Should places become available at Holte School; an offer to students from the waiting list will be made in accordance with the admission criteria.

Waiting lists will not be fixed following the offer of places. They are subject to change. This means that a child's waiting list position during the year could go up or down. Any applicants will be added to the schools list in accordance with the order of priority for offering places. Waiting lists will be maintained until the end of each academic year. Waiting lists will be refreshed each year from the start of the new school year in September.

2.7 Shared parental responsibility

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week, then the main residence will be determined as the address where the child lives the majority of the week. Parents may be requested to supply documentary evidence to support the address used.

2.8 Final qualifier

In a very small number of cases it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place, when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distances between the home and school is the same, for example, block of flats. If there is no other way of separating the application according to the admissions criteria and to admit both or all of the children would cause the Published Admission Number for the child's year group to be exceeded, the Local Authority will use a computerised system to randomly select the child to be offered the final place.

In the event of this occurring with twins or other multiple birth applicants, schools will be asked to admit over their Published Admission Number to accommodate the pupils.

3. Admissions statement 2023-24

About the School

Holte School is an 11-18 mixed Comprehensive School set in one of the most deprived areas of the country. The school moved into a new building under a Phase 1 Building Schools for the Future project in 2012 which was PFI funded (by Equans FM). The school site is shared with Mayfield Special School and Lozells Primary School. In addition, some areas of the site are common to both Holte and Mayfield schools, including classrooms, playground and the dining hall.

Unemployment in the area is the highest in the city and “the combination of poor housing, overcrowding, poverty, unhealthy diet and limited physical recreational activity contribute to high levels of physical and mental illness (Birmingham CAMHS). A prevalent drug culture, poor housing and high levels of violent crime all have an impact on pupils and their families and necessitate a high level of pastoral support for pupils.

Physical capacity

The school currently has a net capacity of 1276

Net capacity is a single, robust and consistent method of assessing the total number of pupils a school can accommodate. It is calculated using a formula set by the government to measure the number, size and type of teaching spaces, and the age range of the school. The formula does not take account of non-teaching areas such as dining rooms, corridors and playgrounds.

The school has a published admission number (PAN) of: 192 for Year 7

The published admission number represents the number of places an admission authority must offer in each ‘relevant age group’ (defined as “an age group in which pupils are or will normally be admitted” to the school). It is part of the school’s admission arrangements and an admission authority is required to consult on and determine these arrangements in line with the requirements within the School Admissions Code. In determining the School’s published admission number, the Local Authority had regard to the School’s net capacity, alternative places available at other schools, and its general duty to secure the economic, efficient and effective use of its resources.

Admission criteria

Any child with an Education, Health and Care Plan (EHCP) is required to be admitted to the school named in the plan. This gives such children overall priority for admission to the school. This is not an oversubscription criterion.

Where there are more applications than places at the school, each preference expressed by a parent for Holte School is considered equally with those of other applicants and places are offered in accordance with the admission criteria published in the Online booklet **‘Secondary School Admission Arrangements 2023’**, as follows:

4. Looked after children or children who were previously looked after (including previously looked after children from outside of England).

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.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. 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 Section 8 of the Children Act 1989, as amended by Section 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 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

5. Children (siblings) with a brother or sister already at the school and who will still be in attendance at the time the sibling enters the school. (Siblings in Sixth Form are not classed as siblings).

Conditions apply; for the full definition please refer to the published admission arrangements available at [School admissions | Birmingham City Council](#).

6. Children who live nearest the School.

Within each of these categories, priority is given to those who live nearest to the school, calculated on the basis of a straight-line measurement between home and the centre of the school grounds. The home address is accurately located using a computerised mapping system, and the distance between the applicant's home and the school is measured, by computer, to the nearest metre.

Waiting list

Parents of children who have not been offered a place at the school have been informed of their right of appeal and added to the school waiting list. This waiting list is not fixed following the main round of offers; it is subject to change. This means that a child's waiting list position during the year could go up or down. Any late applications accepted are added to the waiting list in accordance with the school's admission criteria.

Offer of Places (TO BE COMPLETED BY SCHOOL ADMISSIONS)

At the main round of offers on **1st March 2023**, places at Holte School were offered as follows:

- **2** places were offered to children with an Education, Health and Care Plan.
- **0** places were offered to looked-after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangement or special guardianship order (see criterion 1 above).
- **83** places were offered to children with a brother or sister already at the school at the time of admission (see criterion 2 above).
- **107** places were offered to children who live nearest the school (see criterion 4 above).

Current Numbers on roll April 2023

Year Group	7	8	9	10	11	Total
Admission Limit	192	192	192	192	192	960
Numbers on Roll	196	192	237	238	191	1054

Year Group	12	13	Total
Admission Limit	100	100	200
Numbers on Roll	78	71	149
Overall Total (Including sixth form)	1203		

If you are over your numbers in any year group, please explain why (for example, LA requests, Fair Access placements, upheld appeal, SEN, P/LAC, etc).

Holte School

Admissions Policy

May 2020

Year Group	Reasons why over numbers:
7	We have gone over PAN in year 7 to address the needs of a vulnerable student, including pupils on a managed move from a network school.
8	
9	After consultation with the local authority Holte School agreed to offer an additional 60 places for admission to Year 7 in 2019 and 2020. This has been done to assist the provision of places in the area and does not represent an increase in PAN. Two temporary portacabins, each with 2 classrooms that seat up to 30 in each, have been added to support with the additional 120 places.
10	After consultation with the local authority Holte School agreed to offer an additional 60 places for admission to Year 7 in 2019 and 2020. This has been done to assist the provision of places in the area and does not represent an increase in PAN. Two temporary portacabins, each with 2 classrooms that seat up to 30 in each, have been added to support with the additional 120 places.
11	

Also, Refurbishment of the existing Facilities Management area previously occupied by Equans – it has been refurbished into an ICT suite

Holte School cannot admit any more pupils above its published number without prejudice to the provision of efficient education and the efficient use of resources for the following reasons:

- When Holte School's new building was designed the plans were drawn up with 960 pupils in mind (5 year groups of 192 pupils). This is how the building was constructed – for 960 pupils. However, in the time between design and construction Holte began sixth form provision. This is having a major impact on the facilities we can provide. Some A' Level classes are being taught in what amount to corridors. There are simply not enough classrooms available to teach in and that are conducive to the excellent teaching that both students and parents at Holte are used to.
- The one area for improvement that Ofsted commented on in our Ofsted report in September 2012 was as following – *“Urgently provide additional accommodation to meet the needs of the sixth form in order to ensure the effective continued operation of the school building.”* It is now 2022 and despite trying various ways to increase the physical space in the school we have been unsuccessful, and we have the same building we moved into in 2012.
- Adding pupils beyond our published admission number is therefore only going to exacerbate these issues. Holte has only been able to offer an additional 120 places for entry in Year 7 in September 2019 and 2020 because the school has been given 2 temporary portacabins (2 rooms in each) to accommodate these children. Even with these building works to expand the learning space, the school is still above capacity for pupils. The school also has to consider the health and safety impact of increased capacity when moving around the school as well as occupancy of classrooms. In addition, all three schools (Holte School, Mayfield School, and Lozells Primary School) have an obligation to ensure that all staff and pupils can safely assemble at fire muster points using the shared outside spaces.
- Storage space in the new building has been drastically reduced. There are no allocated storage areas for each department as in the previous building. There is thus even greater pressure on space meaning we do not have the capacity to store equipment for any more pupils than our published admission number.
- Form groups across the school average 32 pupils in size, yet classrooms in the new building are kitted out for 28 pupils under the PFI agreement. Funds will not be available to simply purchase more chairs. The problems created by going over our published admission number are therefore clear and obvious.
- The old Holte School building had 13 rooms kitted out with ICT facilities. The new building has 7 such rooms. Taking pupils above our published admission number will only lessen further the opportunities for pupils to use the ICT facilities available.
- We do not allow pupils off the school site at lunchtime (for safety reasons) so the dining area, shared with Mayfield School, gets extremely busy. The design of the dining facilities in the new building has led to slower service and has meant we are finding pupils still eating their dinner when they should be in lessons. More pupils will lead to an even slower dinner service and more students missing out on their education.
- Lozells is the first point of settlement for many economic migrants, refugees and displaced persons. Holte School has been in the highest quintile nationally for pupils who are entitled to free school meals for some time. The burden on our teaching assistants is therefore huge – more pupils will mean that students who need help will simply not be getting it. The school also admits a significant number of students who

are newly arrived to the country and have significant language needs. This includes newly arrived unaccompanied minors.

PART C – ACCOMMODATION AND INFRASTRUCTURE

Accommodation

The table below sets out how many classrooms the school should have, together with their dimensions based on the school's current Published Admission Number (see below), in order to conform to the recommended guidelines, set out in Guidelines for Mainstream Schools BB103 March 2015.

Recommended Number of rooms and dimensions based on the school's current Published Admission Number of **1160**

Type of room:	DFE Recommend number of rooms	Actual number of rooms at your school	DFE Recommend dimensions in m ²	Actual dimensions in m ² (if known) at your school	DFE Recommend Maximum group size	Maximum group size permitted for size of teaching space in your school
Number of Standard Classrooms	31	27 (plus 4 additional classrooms contained in the 2 temporary portacabins)	55m ²	44m ²	30	28-32*
ICT/Rich	4	7	62m ²	44m ²	30	28
ICT/Business Studies	1	0	66m ²	n/a	30	n/a
General Science	8	7	83m ²	72m ²	30	28
Specialist Labs	1	0	90m ²	n/a	n/a	n/a
General Art Room	2	2	83m ²	75m ²	30	28
3D Room	2	0	97m ²	n/a	30	n/a
Music Classrooms	1	2	62m ²	62m ²	30	28
Drama Studio	1	2	90m ²	77m ²	32	28
Design & Technology/ Resistant Materials Workshops	2	2	104m ²	110m ²	24	24

Food Room	1	1	104m ²	98m ²	24	24
Graphic	1	1	83m ²	99m ²	25	24
Textiles	1	1	83m ²	99m ²	25	N/A
Main Hall	1	1	226m ²	290m ²	Suitable for 366	219
Library	1	1 (50% share with Mayfield Special School)	167m ²	180m ²	Suitable for 63	67
Sixth Form Study Area/		1	55m ²	50m ² (a classroom is used as the common room/study area)		33
Dining Room	1	1 (50% share with Mayfield Special School)	285m ²	290m ²	Suitable for 298	200
Number of Toilet Suites (pupils)	6 minimum	7	32.5m ²	-	Suitable for 10 each	10
SEND and Support Spaces Large Room	1	1	16m ²	16m ²	Suitable for 9	8
SEND Support spaces – Small Room	4	3	9m ²	9m ²	Suitable for 4 each	4
Pupil Changing Room/showers	2	2	73m ²	70m ²	Suitable for 65	62

*Form groups across the school average 32 pupils in size, yet classrooms in the new building are kitted out for 28 pupils under the PFI agreement. At Holte, pupils are grouped for lessons based on ability. This results in sets of able students of up to 32 with lower sets being reduced accordingly to allow more teacher time per student.

Internal spaces

Corridors	DFE-recommended size	Actual size
	2.1m	Range from 1.93m to 2.2m.
If there is more than one building, sizes of all corridors:		

Number of entry/exit points:	The school has one entry and exit point for pupils/staff/visitors. The reception area is very small and is a shared with Mayfield School.
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Are these sufficient to handle the flow of students?	Since covid it has been more manageable as year groups have been arriving in a staggered fashion. As we have returned to 1200 students coming through one entrance it is a major pinch point in the mornings and when the pupils are leaving school.
If NO, what measures has the school put in place?	As above
Has the school got dedicated spaces for intervention work?	YES - We use classrooms, libraries and cluster areas to support with intervention work with a small group of students with the teaching assistants.
If NO, what measures has the school had to take?	N/A

External spaces

How many entry points/school gates has the school got to access its site?	2 pedestrian and 2 vehicle gates. Pupils use main entrance on Wheeler Street.
Has the school got a playing field or access to a grassed area?	NO
Does the school occupy a shared site?	YES, the school is a co-located site with Mayfield Special School and Lozells Primary School and has a Shared Use Agreement in place. Mayfield School and Holte School share the external space, sports facilities, Main/Dining Halls and central Marketplace for pupil use. External space is also shared as a fire assembly point.
If YES, please specify:	See above

History and state of the buildings

Does the age and design of the school buildings cause problems?

If yes, please specify

- YES, the building was not built to include capacity for dedicated Post-16 learning space. We have made use of corridor areas and a storeroom for sixth form lessons.

Have any changes been made to the school's physical accommodation or organisation since an admission number was originally set for the relevant year group?

The addition of four temporary classrooms (portacabins), an ICT suite and a cluster swap with Mayfield School have all been a necessity to accommodate additional pupils. A new staircase has also been constructed to ensure that pupils can safely access classrooms.

Is the school currently having any building work done?

If yes, what is the nature of the building work being undertaken, expected duration and the effect on the school?

- NO

Does the school have any planned work in the future?

If yes, when is it scheduled to start and finish?

- N/A

Classrooms and specialist areas

Do the classrooms have sufficient space to accommodate wheelchair users?

If yes, what measures have you put in place?

- YES. PFI building designed and built to be DDA compliant. There is a special school onsite too.

Do the classrooms often have other adults present during lessons? (Teaching Assistants or Learning Mentors, for example).

Please provide details

- YES - we make use of a number of teaching assistants; we have 3 Learning Mentors and we also utilise a team of City Year mentors which means there are often multiple adults in a room where a class is being taught.

Other areas

The school hall should be able to accommodate at least half the school at any one time. Is this the case?

- NO – we can accommodate one-year group in our school hall, but it is then full.

Lunchtime should be no longer than 3 sittings (60 minutes in total). Is this the case?

- YES

Are the dining facilities adequate for the numbers on roll?

- YES

Does each classroom have its own stockroom?

If no, where are books and equipment stored?

- NO. On shelves in classrooms

Each school should have sufficient changing facilities for half a year group. Is this the case?

- It is the case for Years 7-8, and 11-13, but it is not the case in Years 9-10

Health and Safety

Please provide any evidence of adverse effects of overcrowding such as accident statistics, incidents attributable to overcrowding (such as slips, falls, pushing) or behaviour in playground and other public spaces for the last academic year.

- Overcrowding can be an issue when pupils enter and leave clusters. At the end of break and lunchtime all students access lessons via 'The Marketplace'. This space is used during inclement weather and can cause significant overcrowding and cause challenging behaviour. This area is also shared with Mayfield Special School who can be affected by such circumstances.
- The school and the Local Authority funded the installation of an additional staircase to support the number of pupils and staff moving around communal areas and during a fire evacuation.

Staffing information

Number of class teachers	84
Total number of teachers, including leadership	93
Percentage of time senior leadership staff spend teaching	The HT has no teaching commitment, DHT's teach for 9 hours per week, AHT's teach for 13 hours per week.
Is the school fully staffed?	YES
If NO, which subject areas are under-staffed?	N/A
If NO, what measures has the school put in place?	N/A

Pupil:Teacher Ratio	National recommendation	At the school
	1:16	1.13.5

Number of Teaching Assistants	Number of Relief Teachers	Number of Early Career Teachers
20	0	9

School finances and budget

Have financial constraints had an impact on the school?

If yes, please specify

- YES, due to Holte School being a PFI school there are limited resources and additional costs as part of the PFI contract.

Pupil Information

Absence rate

	National average	At the school
Pupil absence rate %	7.6%	5%
Persistent Absence (PA) %	22.5%	See below comment
Any problems with persistent attendance issues:	Attendance has been significantly affected by the Covid-19 pandemic. Current attendance rates, including persistent absence, differ significantly to pre-Covid rates. Persistent absence rates for the current academic year are unusually high. This is an area of significant work for the school.	

Year groups and specific concerns where relevant

Year Group	Special Educational Need (SEN) Support	Education, Health and Care Plan (EHCP)	1:1 support	Looked After Children (LAC) / Previously LAC *	Pupil Premium (%)	English as Additional Language (% EAL)
Year 7	28	2	3	0	51.8%	10.7%
Year 8	43	3	0	1	71.4%	30.2%
Year 9	78	2	1	0	58.6%	24.8%
Year 10	47	1	0	3	75.3%	81.5%
Year 11	38	4	1	0	84%	81.1%
Year 12	34	0	1	4	89.7%	79.2%
Year 13	9	0	0	0	61.9%	76%
TOTAL	277	12	6	8	49.5%	50.1%

*These students are a priority for the school, the Local Authority and the Government.

The table below gives the school's percentages for pupils with Special Educational Needs, English not as a first language and those receiving free school meals. For comparison purposes, figures provided are for all of England.

	School's current figures	Birmingham LA average*	England national average for secondary state-funded schools*
Pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan	1.2%	1.27%	2.15%
SEN Support	26.5%	12.6%	11.9%
Pupils whose first language is not English	50.1%	38.9%	17.5%
Pupils eligible for free school meals at any time during the past 6 years	49.5%	46.5%	26.9%

*Source: Department for Education 2021-22: School Characteristics. Crown copyright.

Other concerns in specific year groups

Year Group	Concern/s e.g SEMH, LAC, FA, 1-1 Support, challenging behaviour
Year 7-11	There are 353 students identified as vulnerable across all year groups. Vulnerabilities include SEMH, behaviour, SEND among others. Our 'vulnerable' year groups include Year 10, due to complex needs within the year groups.

Special needs provision

Does the school have a SENCO?

- YES

Does the school have staff with specific knowledge and understanding of specialist areas around SEND?

If yes, please specify

- The SENCo has done the NASENCo qualification but is currently on maternity leave and the acting SENCo is currently completing the course. Teaching Assistants have been provided with an array of training such as making sense of autism, access arrangements and they receive regular training on how to support the teaching and learning for SEND students.

Does the school have to purchase full packages of support from external agencies?

If yes, please specify (do not use abbreviations)

We currently have support from:

- Educational Psychologist
- Pupil Support Service
- Communication Autism Team
- Speech and Language Therapists
- Wellbeing Crew

Special education provision for schools with a Resource Base N/A

Resource Base (if applicable)		
	Numbers in RB	Nature of disability - N/A

The Fair Access Protocol

Year Group	Number of referrals in the <u>current and previous two terms</u>
Year 7	0
Year 8	0
Year 9	2
Year 10	3
Year 11	1

Managed Moves

Year Group	Number of managed moves in the <u>current and past two terms</u>
Year 7	4
Year 8	0
Year 9	3
Year 10	2
Year 11	2

Additional comments regarding Pupil Information (if applicable)

This process adds students to the roll of the school and Holte has taken on a significant number of such pupils because so many of them live in our area. Adding these students to the school's roll has presented a significant challenge to the school. Many of the students from the Fair Access Panel need high levels of support. This is in addition to the support the school provides to schools in the North West through managed moves. These students have a lot of staff time allocated to them but do not necessarily bring extra funding with them. This has stretched the pastoral system and its ability to manage students effectively.

At Holte, we group pupils for lessons based on ability. This results in sets of able students of up to 32 with lower sets being reduced accordingly to allow more teacher time per student. Adding more students to the school will increase the size of some of these lower sets. Students in these sets will have less one-on-one intervention which is crucial to their progress. This will also make higher ability groups larger making it difficult to fit them in classrooms designed for 28 pupils – some top set classes already have 32 in them.

CONCLUSION TO STATEMENT AND HEAD TEACHER'S COMMENTS

What effect an additional admission would have on the school in the current and following academic years as the year group moves through the school;

Answer:

Accommodating larger group sizes and congested movement would be impacted upon. This is evidenced in the text above.

The impact on the organisation and size of classes, the availability of teaching staff, and the effect on children already at the school;

Answer:

At Holte, we group pupils for lessons based on ability. This results in sets of able students of up to 32 with lower sets being reduced accordingly to allow more teacher time per student. Adding more students to the school will increase the size of some of these lower sets. Students in these sets will have less one on one intervention which is crucial to their progress. This will also make higher ability groups larger making it difficult to fit them in classrooms designed for 28 pupils – some top set classes already have 32 in them.

The overall impact of the locally agreed Fair Access Protocol;

Answer:

See response on page 13 under Fair Access table (Additional comments).

Head Teacher's Comments

The school has an extensive waiting list and has admitted above PAN for many years to ensure that this demand is met. The school has accommodated 60 additional Year 7 pupils for 2019/20 and has admitted a further 60 in September 2020. This has put a further strain on accommodation.

The school has developed secure systems that allow it to get the best out of the building for the maximum number of students. This building was designed and built with no 6th form in mind but we now have a 6th form of nearly 200 pupils – this has been a success for the community but has placed a major strain on physical space.

Pressures to maintain standards of teaching and learning will be exacerbated in curriculum areas if more students are integrated into the school. We do not have sufficient provision in terms of specialist facilities such as ICT rooms and Technology rooms to admit any pupils above our PAN.

Our dining area is shared with Mayfield School so is already under huge pressure to cope with the demand during the lunchbreak. We simply could not accommodate more pupils and get them all through the canteen in time for afternoon lessons.

Our pastoral and SEND team are already stretched because of the significant needs many of our pupils and families present. If we go above our PAN we would be seriously watering down support and provision that we have in place at present.

7. Links to important documents and contacts:

- School Admissions Service
www.birmingham.gov.uk/online-admissions
- School Admissions Code
<https://www.gov.uk/government/publications/school-admissions-code--2>
- School Admissions Downloads
https://www.birmingham.gov.uk/downloads/20119/school_admissions
- School Standards and Framework Act 1998.
<http://www.legislation.gov.uk/ukpga/1998/31/contents>
- School Admissions Appeals
<https://www.gov.uk/schools-admissions/appealing-a-schools-decision>