



2027-2028 Admissions Policy

Down Ampney C of E Primary School

28 Feb 2026

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Where the term family is used this can mean same sex relationships and civil partnerships
Reception Year Starting School Children are usually admitted to our schools in the reception class in the September prior to their fifth birthday.

The school has a Pupil Admission Number (PAN) of 8. This means that 8 children start school in a year group and each year group (cohort) has 8 children in and when two cohorts are in one class, there are usually 16 children in the class.

Gloucestershire County Council admission's team will deal with all the applications for places at our schools for reception children.

1 In Year admissions

For applications which are made outside of the normal year of entry to the school, our schools are responsible for offering places using the categories stated above and will inform parents their child/children have a place at the school. Please visit the [GCC School Admissions web page](#) for links to the in-year admissions form. Currently the Local Authority inform us when there is an in year admission request and we follow the normal Local Authority guidance for admission.

2 Oversubscription criteria

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

- The 2021 School Admissions Code (the Code) requires 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 to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC). This advice refers to these children as internationally adopted previously looked after children – "IAPLAC".

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to: - an adoption, - child arrangements order (residency order) or special guardianship order - including those 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.

A 'looked after child' 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 (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

In Gloucestershire, such children are referred to as Children in Care. 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’s Act 2002 (see section 46 adoption orders) or;
- under the provisions of s.12 of the Children and Families Act 2014.
- or under 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).

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.

Children who have siblings attending the school and who will continue to do so at the time of their admission. We use the Local Authority’s standard definition of ‘sibling’: ‘a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer’s partner as well as children who are brought together as a family by a same sex civil partnership. In every case, the child must be living in the same family unit at the same address, at the time of application.’ (Twins and children from multiple births will be considered as individual applications).

Pupils with the strongest geographical claim based on straight line distance proximity of the child’s home. Visit the [GCC Determined admission criteria and scheme](#) for more information.

3 Oversubscription

In the event of oversubscription in any of the above criterion, places will be allocated to children with the strongest geographical claim, measured in a straight line from the Ordnance Survey Address Point of the child’s home address (including flats) to Reception at the School, using the Local Authority’s computerised measuring system, with those living closer to the school receiving the higher priority. If necessary, if two or more children live at a precise equitable distance from the school, a further tie-break of random allocation based on names being drawn in a lottery at a specified time by our admissions team will be applied, although we will endeavour to treat twins and children from multiple births jointly.

4 Appeals & waiting list

If the school is oversubscribed a formal appeals procedure exists. Parents are invited to lodge an appeal in writing, addressed to the School, and their case will be heard by an independent Appeals Panel. We currently buy into the appeals process via GCC. The waiting list will be prioritised according to the school’s oversubscription criteria above. GCC currently holds our waiting lists.

5 Education Health Care Plan

Pupils with an Education Health Care Plan naming the School will be offered a place prior to the oversubscription criteria being used to fill additional places at the School and, in the case of in-year admissions, even if the school is full.

6 Fair Access Protocols

A vulnerable child within the Local Authority Protocols requiring a place in school will take precedent over any child on the waiting list.

7 Admission of Summer Born Children for Reception Entry

The Local Governing Body acknowledges the updated advice from the Department of Education that, parents/carers of “summer born” children (born between 1 April and 31 August) may request to start the Reception Class of a school a whole academic year later. The Local Governing Body will make a decision on behalf of the schools. We follow the Local Authority process which states that parents can only apply for a Reception place at a school once and must apply for a place during the standard application process timeline for their chronological year group, stating their reasons for requesting deferred entry to the following year.

8 Standard Appendices

These appendices are shared between all published school documents and are included in this published version for convenience only.

8.1 Appendix A – Legal Framework

The process, plan or policy documented here has due regard to all relevant legislation and statutory guidance applicable at the time of publication, including (but not limited to) the following.

8.1.1 Legislation

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (First-Aid) Regulations 1981
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- School Information (England) Regulations 2008
- Health Act 2006

8.1.2 Statutory and Non-Statutory Guidance

- DfE The Equality Act 2010 and schools
- DfE Special educational needs and disability code of practice: 0 to 25 years
- DfE Keeping children safe in education
- DfE Supporting pupils at school with medical conditions
- DfE First aid in schools, early years and further education
- DfE Statutory framework for the Early Years Foundation Stage (EYFS)
- DfE Behaviour in schools: advice for headteachers and school staff
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- DfE Searching, screening and confiscation: advice for schools
- DfE Use of reasonable force
- DfE Mental health and behaviour in schools
- DfE Mobile phones in schools

8.2 Appendix B - Definitions

Disability A physical or mental impairment with a substantial and long-term adverse effect on day-to-day activities.

Parents Wherever used means any person or persons with legal parental responsibility, for example, guardians.

Indirect Discrimination Where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

Protected Characteristics Age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

SEN/SEND Special Education Needs / Special Educational Needs and/or Disabilities. Historically SEN, now SEND we are updating references as documents are reviewed.

Low-level Unacceptable Behaviour Examples include: Lateness, low-level disruption and talking in class, failure to complete classwork, rudeness, Lack of correct equipment, refusing to complete homework, incomplete homework, arriving at school without homework, disruption on public transport, Use of mobile phones without permission, graffiti.

Confidentiality An understanding that any information shared with someone in trust, with the intention to be kept private, will only be passed on to a third party with the prior agreement of the person disclosing it.

Disclosure The sharing of any private information, but which is not solely in relation to child protection issues. Disclosure of the contents of a conversation may be discussed with professional colleagues, but the confider is not identified except in pre-determined circumstances.

8.3 Appendix C - Operational Assignments

Currency notice: The role assignments below were correct at the time this PDF was generated (**28 Feb 2026 10:23 GMT**). If you are viewing this at any other time, this appendix may be out of date. Please [obtain the latest role list from our website](#).

8.3.1 Headteacher

Mrs Rebecca Gray

8.3.2 SENCO

Mrs Rebecca Gray

8.3.3 ICT Manager

External agency appointed from time to time according to school needs.

8.3.4 Governing Body

Please [view the Governing Body members on our website](#).

8.3.5 Data Protection Officer

External agency appointed from time to time according to school needs.

8.3.6 Designated Safeguarding Lead

Mrs Rebecca Gray

8.4 Appendix D - Document Accessibility

Wherever it is possible to convey meaning without the use of tables or diagrams, we have chosen to do so. Readability for all is preferred over aesthetics. A table is only used in policy documents if it contains data that is genuinely and uniquely row/column oriented. The vast majority of tables are used for presentation only and this is better achieved using bulleted or numbered lists or definitions to portray heirarchical information.

This document management approach is inclusive, sustainable, time-efficient for authors, and tolerant of changes in technology. Please be mindful of these objectives if you choose to provide feedback about the presentation.