

Admission Criteria 2024/25

1. Arrangements for admission to 11–16 provision

We admit at least 180 pupils in the relevant age group year if sufficient applications are received.

2. Process of application

Admissions to Skinners' Academy will be co-ordinated through Hackney Education's co-ordinated admission arrangements and we use the timetable published by Hackney Education. Applications for places at the Academy must be made using the Common Application Form for the relevant local authority where the applicant resides.

3. Consideration of applications

- ♦ We consider all applications for places. Where fewer than the published admission number for any relevant age group are received, we offer places to all those who have applied.
- ♦ All applicants are required to take a Cognitive Ability Test (CAT4 Level C) designed by GL Assessments, and are placed in one of 5 bands according to their test scores. As far as possible the same number of pupils is admitted to each band, so each band represents a fifth of the applicants.
- ♦ Pupils with an EHC plan naming the Academy, and pupils who are looked after/previously looked after/internationally adopted previously looked after children, are included in the band allocations. If they are unable to take the tests, their allocation is based on their primary school teachers' assessments or such other assessment as shall be appropriate in the reasonable view of the Academy.
- ♦ In the case of other pupils who have not sat the test, in order to place such pupils in a band the Academy may seek other evidence of the applicant's academic ability if (for acceptable reasons) the child is not able to take the test. If such evidence is not sought, such pupils will be considered after those who sit the test.
- ♦ In the case of applications from multiple births (e.g. twins or triplets), if one sibling gains a place through the banding allocations, then the second or third siblings will automatically be given a place.

4. Procedures where Skinners' Academy is oversubscribed

After places have been allocated to pupils with EHC plans naming the Academy, places within each band are allocated in the following order of priority:

- a) Looked After and all Previously Looked After Children, including those children who appear (to the Academy) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
 - 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). All references to Previously Looked After children are those children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the Academy) 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 (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). A 'Previously Looked After child' is a child who was looked after and immediately thereafter became subject to an adoption, special guardianship or child arrangements order.
 - For Internationally Adopted Previously Looked After Children (IAPLAC), the Academy will follow the guidance issued by the Department for Education on IAPLAC.
- b) Pupils whose siblings attend the Academy at the date of application in national curriculum Years 7-13.
- c) Pupils with an acute medical or social need (see note 2) for admission to the Academy. Applications must be supported by a written statement from an appropriately qualified professional with responsibility for treating the pupil's condition.

d) Pupils whose parent is a full time member of staff at the Academy and either (i) the parent has at least 2 years' continuous full time employment at the Academy or (ii) in the reasonable view of the Academy the parent has been recruited for a position for which there is a demonstrable skill shortage.

e) Pupils who live nearest to the main entrance of the Academy using a straight line measurement using a map or a computerised mapping system from the main entrance of Skinners' Academy, Woodberry Grove, London N4 1SY (see note 3).

Note 1: Siblings must live permanently at the same address as the pupil for whom the application is made. This includes adopted brothers and sisters, half-brothers and sisters, step-brothers and sisters and foster brothers and sisters who live permanently as a family unit at the same address.

Note 2: Applications must be supported by a written statement from an appropriately qualified professional with professional responsibility for the pupil or treatment of the pupil's condition. The statement must confirm that the condition or need is acute and long-term and how admission to the Skinners' Academy will be beneficial compared with any other school.

Note 3: For the purpose of calculating distances, the address is identified by using the property geographical references determined by the Borough/County Council in which the pupil lives. Where more than one applicant lives the same distance away, any "tie-breaker" decision required will be made by random allocation either by lots drawn by a person independent of the Academy or by random computer lottery.

In the event of parental responsibility for a pupil being shared, the pupil's home address will be considered to be that of the parent/guardian who receives the relevant Child Benefit Allowance. Should such benefit not be received by either parent/guardian, the home address will be considered to be the one where the pupil is living for the majority of the week.

If within any band the total number of applicants meeting oversubscription criteria a) to d) plus the number of EHCP children in that band exceeds the number of places available for allocation then, to that extent, places for those applicants will be allocated from the next adjacent band in which places remain (after allocation to applicants within that band who have a EHCP and those who satisfy criteria a) to d)) alternating firstly between the band above and then the band below (except for

Band A where places will be taken from a lower band only, and Band E where places will be taken from a higher band only). The Admissions Policy will be reviewed each year.

5. Operation of waiting lists

The Academy operates a waiting list. If we receive more applications for places than there are places available, we maintain a waiting list for one term after the admission date. Parents can ask for their child's name to be added to the list if their application was unsuccessful and it will be placed on the waiting list according to their band up to 31st August 2024.

From 1st September 2024, banded waiting lists (using pupils' band positions from the original allocations) will be maintained until the end of autumn term in December 2024. During that period pupils who haven't taken the banding test will be allocated to a band on the basis of an alternative assessment or on the basis of Key Stage 2 SATs results.

Pupils who must be admitted under the local council's rules, or those allocated to the Academy in accordance with the In-Year Fair Access Protocol, will be given priority over pupils on the waiting list.

Arrangements for admitting pupils to other year groups, including replacing any pupils who have left the Academy

We consider all applications for places outside the normal year of entry and, if there are places available, we admit the child unless one of the permitted reliefs applies ie the Academy refuses the applicant on the grounds of challenging behaviour under Section 3.10 of the School Admissions Code 2021 (and only in accordance with Hackney Education's Fair Access Protocol). If more applications are received than there are places available, the oversubscription criteria shall apply, but without banding.

6. Applicants out of normal age group

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. It is important for parents to note that they will have responsibility for providing information and any evidence to support their request.

If parents wish for their child to be considered for admission to a year group which is outside their normal age group, then they must:

- a) Complete the Local Authority Common Application Form or the in-year admission form as appropriate.
- b) Provide a letter outlining reasons for the request and all supporting letters and/or documentary evidence in support of the application.

As recommended by government guidance parents should, wherever possible, make their application for their child's normal age group at the usual time and in the normal way, but submit a request for admission outside the normal age group at the same time.

The Academy will make decision on a request for admission outside the pupil's normal age group based on the circumstances of each case and in the best interests of the child concerned. This will include taking account of:

- ♦ the parents' 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 Academy must also take into account the views of the Principal.

7. Appeals

Any parent whose application is turned down can appeal.

This statutory right of appeal doesn't apply to parents whose request for delayed or early entry is refused. This is because the purpose of the appeals procedure is to consider whether a child should be admitted to the Academy, not the year group into which they should be admitted.

All relevant contact information can be found opposite.

Key Contact Information

Skinners' Academy is a co-educational 11–19 comprehensive sponsor led Academy.

Published admission number for September 2023: Year 7: 180; Year 8: 180; Year 9: 180; Year 10: 180; Year 11: 180

Specialism: Enterprise

Contact Skinners' Academy

Skinners' Academy
Woodberry Grove,
London N4 1SY

By E-mail: enquiries@skinnersacademy.org.uk

By Phone: 020 8800 7411

Key Contacts at Skinners' Academy

Principal:	Shereka James
Vice Principals:	Rachael Adediran Natasha Bell Ian White
Vice Principal & Chief Financial Officer:	Olu Alalade

The Skinners' Academies Trust

Skinners' Hall
8 Dowgate Hill
London EC4R 2SP

Companies House Registered Number: 6543682

Contact the Chair of Governors

Jocelyn Mitchell

c/o Skinners' Hall
8 Dowgate Hill
London EC4R 2SP

A list of all the Academy Governors is available from the Academy office.

Term and Holiday Dates 2023-24

Autumn Term	
Staff PLD Days	Monday 04 - Tuesday 05 September (No pupils onsite)
Term Starts	Wednesday 06 September (Year 7 & Year 12) Thursday 07 September (All Year Groups)
Half Term Holiday	Monday 23 October - Wednesday 01 November
Occasional Day	Friday 24 November (Pupils dismissed at 1.00pm)
Term Ends	Thursday 21 December (Pupils dismissed at 1.00pm)
Other useful dates	Prize Giving - Thursday 16 November
Spring Term	
Staff PLD Day	Monday 08 January (No pupils onsite)
Term Starts	Thursday 09 January (All Year Groups)
Half Term Holiday	Monday 12 February - Friday 16 February
Term Ends	Thursday 28 March (Pupils dismissed at 1.00pm)
Other useful dates	Academy Production - Tuesday 27 - Wednesday 28 February
Summer Term	
Staff PLD Day	Monday 15 April (No pupils onsite)
Term Starts	Tuesday 16 April (All Year Groups)
<i>Bank Holiday</i>	<i>Monday 06 May</i>
Half Term Holiday	Monday 27 May - Friday 31 May
Year 6/7 Transition Day	Thursday 04 July (No pupils onsite)
Term Ends	Friday 19 July (Pupils dismissed at 1.00pm)
Other useful dates	Public Exams

On Staff PLD days, the Academy is closed to pupils (any exceptions to this will be communicated)

Skinners' Academy Curriculum

Year 7, 8 & 9 (Key Stage 3)

In Year 7, 8 & 9 pupils study the following subjects:

Subject	Lessons per fortnight
	Y7, Y8 & Y9
English	8
Mathematics	8
Science	6
Computing	2
Physical Education	4
History	4
Geography	4
Religious Studies	2
Art & Design	2
Modern Foreign Languages	4
Drama	2
Music	2
Design & Technology	2
Additional Enrichment Activities:	
PSHE	2

Pupils arriving who have not met the required standard of English and Maths at KS2 will undertake literacy/ numeracy intervention.

All Skinners' Academy pupils also:

- ♦ Follow a unique programme of quality Careers, Education, Information, Advice & Guidance (CEIAG)
- ♦ Year 7 only - all have a compulsory weekly free instrumental lesson. Pupils may pursue instrumental lessons after Year 7 (fee charged which may be subsidised depending on individual circumstances)

Year 10 & 11 (Key Stage 4)

In Year 10 & 11 pupils begin their GCSE studies. All Year 10 & 11 pupils study the following:

Subject	Lessons per fortnight
English	9
Mathematics	9
Science / Triple Science	9/14
Physical Education	3
PSHE	2

In addition, pupils will be able to choose four further options from the list below

Subject	Lessons per fortnight
Art & Design	5
Business Studies	5
Computing	5
Creative iMedia	5
D&T Food Technology	5
D&T Resistant Materials	5
D&T Textiles	5
Drama	5
Economics	5
French	5
Geography	5
Health & Social Care	5
History	5
Media Studies	5
Music	5
Physical Education	5
Psychology	5
Religious Studies	5
Spanish	5

Skinners' Academy School Day

	Start	Late Bell
Personal Development (PD) Warning Bell - 8.25	8.30	No Late Bell due to Line Up
Period 1	8.55 (Wednesday - 9.15)	9.00 (Wednesday - 9.20)
Period 2	9.55 (Wednesday - 10.05)	10.00 (Wednesday - 9.10)
Break 10.55 - 11.10		
Period 3 Warning Bell - 11.10	11.15	No Late Bell due to Line Up
Period 4	12.15	12.20
Lunch 13.15 - 13.55		
Period 5 Warning Bell - 13.55	14.00	No Late Bell due to Line Up
Personal Development (PD)	15.00	15.05
Extra-curricular Activities / Intervention 15.10 onwards		

Please note that:

- ♦ Pupils are required to be settled in their Personal Development class at 8.30am therefore need to arrive on site slightly earlier.
- ♦ Wednesday's timetable differs from the rest of the week to allow for 45 minutes of PSHE.
- ♦ Pupils are encouraged to make the most of the wide array of extra-curricular activities the Academy offers after school. Extra-curricular activities generally run until 4.00pm.
- ♦ There are certain exceptions to the length of the school day which parents/carers will be notified of. At the time of printing, these exceptions include:
 - Weekly 'Music Ensemble' | 3.15pm – 4.00pm (Year 7 only)

Academy Uniform

We help our pupils to develop a keen sense of belonging, self respect and an understanding of the impression they make by the way they behave and dress. We want pupils to understand that different dress codes are applicable in particular circumstances.

This will support our business-like approach to education. We are therefore committed to a strict uniform policy. Any pupil not properly dressed will be sanctioned and, if necessary, not permitted on site.

The uniform policy is available to be viewed on our website, and the full list of items available from our supplier, Rough Cut Casuals.

Arrangements for pupils with SEN and Disabilities

The Academy shall have regard to the SEN Code of Practice (2001), the Disability Discrimination Act (1995) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996). The Academy is committed to a fair and equal treatment of all individuals regardless of disability.

Skinners' Academy will strive to provide an appropriate and relevant curriculum for all pupils, to ensure that their academic, emotional and/or physical requirements are met through a variety of learning activities matched to their individual needs, interests and capabilities.

Curriculum

Details of the Academy curriculum at Key Stages 3 and 4 are available on the Academy website www.skinnersacademy.org.uk/curriculum-guides.

Policies

A selection of the Academy policies may be viewed via our website, and all are available on request from the Academy Office.

Parent/Carer Partnership

Parent and carers are welcomed, informed and involved in their child's education. Home Academy partnership is underpinned by good communication between the Home and the Academy which includes:

- ♦ Our newsletter
- ♦ Regular contact with Personal Development Teachers, Heads of Year and subject teachers
- ♦ Progress reports and Parent/Carer academic progress review meeting
- ♦ Updated information via the website (www.skinnersacademy.org.uk) and an opportunity to connect via Instagram/Twitter, @skinnersacademy

Pastoral Care/Wellbeing

Our pastoral team consists of Heads of Year, Assistant Heads of Year, Pastoral Support Assistants and Personal Development (PD) teachers. Our pupil support team includes an in-house nurse and counsellor, as well as designated safeguarding staff that promote the highest level of knowledge on of our pupils on an individual basis.

All pupils are assigned to a PD group that meets every day. The PD teacher and Heads of Year are our pupils' first point of contact and the main links with home. Daily PD sessions deliver a programme that develops pupils' wider knowledge of their personal development and key issues relating to their pastoral development. This also enables us to monitor attendance, progress and wellbeing of our pupils and refer those who require additional support and guidance to the mentoring team.

Behaviour & Attitudes for Learning

Skinners' Academy is a vibrant environment which serves its local community. We have high expectations of ourselves and our pupils, we believe in strong relationships which we strive to build with each other, our pupils and our families and we are committed to inclusivity which we demonstrate through our consistent and supportive approach to pupil behaviour and attitudes.

We know that parents, carers and families play a crucial part in supporting the behaviour of pupils and we work closely with parents, carers and families to provide early and appropriate interventions and consistent support.

All members of staff, teaching and non-teaching, are expected to maintain the highest standards of behaviour and adhere to the Academy's guidance on behaviour, rewards, sanctions and the Wave Support Process.

Skinners' Academy pupils will **be the best they can** by working in active partnership with the Academy to achieve excellence for themselves and the wider community. The Academy will provide the prerequisite skills, knowledge and experiences for pupils to ensure they have the opportunities to succeed. Not only will our young people be successful and productive citizens but, they will be a source of influence in the society that they live in, ensuring that they make sustainable and authentic contributions for future generations.

The Skinners' 6 values outline our commitment to high standards, strong relationships and an inclusive Academy. The Skinners' Way explores what this looks like in our daily interactions and the decisions that each member of the Academy community makes.

Skinners' Academy adopts a relational approach to understanding pupil behaviour. We see all behaviour as a form of communication and whilst we maintain our high expectations, we are fully committed to providing appropriate support for pupils, early interventions, and external referrals for additional resourcing as appropriate. This process is known as the Wave Support Process.

We believe it is important to recognise and celebrate the achievements and efforts of pupils when they meet and exceed our high expectations whether through effort, achievement or positive relationships and attitudes. This is key part of the life of the Academy on a daily, weekly and half termly basis. Pupil voice is key to the

development and maintenance of our rewards and celebration and we are proud to acknowledge and celebrate excellence in all its forms.

Skinners' 6: Our core values are an important aspect in guiding pupils towards appropriate behaviour.

Be Curious - We will ask the right questions, learn from others, and look for ways to work smarter.

Be Cooperative - We will work in partnership with others to achieve our goals.

Be Determined - We will see challenges as obstacles that we can overcome. We will not give up.

Be Kind - We will be generous with our time and resources; we will show empathy.

Be Respectful - We are committed to upholding the values of equality and inclusion. We will not tolerate prejudice in any form.

Be Outstanding - Exceptionally good; this is what we strive for 100% of the time.

Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly.

- ♦ No pupil has the right to disrupt the learning of others
- ♦ No pupil has the right to be rude or aggressive to any other member of the Academy
- ♦ No pupil has a right to defy or disobey a member of staff

All members of the Academy should show respect for ourselves, other people, and our environment.