Guide for Parents

A guide to the policies and procedures for admission of children to secondary schools 2024/2025

www.wakefield.gov.uk

wakefieldcouncil working for you

Foreword

Dear Parent/Carer

This guide contains information about the admission of children to secondary schools in the Wakefield district. It includes a summary of all admissions policies and procedures - the rules we, and schools, must follow.
We hope that you will find it informative and useful.

Reading this “Guide for Parents” now may prevent misunderstanding and disappointment later. If, having read this booklet, you need more details please visit the council’s website at **www.wakefield.gov.uk** where you will find all of the relevant Admissions Policies and Co-ordination Schemes.

Alternatively, you can get in contact with the School Admissions Team at Wakefield One. Staff will do all they can to help you.

Starting a new school can be a worrying time for both parents and children. We aim to make the school admissions process as painless and trouble-free as we can.

We are proud of the achievements of the district’s schools in educating young people and promoting skills, enterprise and work.

All of us in the Children and Young People Service want your child to be happy and successful throughout their time at school. We do hope that will prove to be the case, and that your child will take full advantage of the high standard of teaching in our schools and the wide range of extra-curricular activities available to them.

Children and Young People Service

Produced by Wakefield Council School Admissions 08/23; document number 154995/24

Introduction

All children born between 1 September 2012 and 31 August 2013 are due to transfer to a secondary school in September 2024.

All parents must make arrangements for their child's secondary education.

All schools have agreed to participate in a co-ordinated secondary school admissions scheme. Wakefield's Children and Young People Service will oversee this scheme and will offer places to all parents with a child who lives in the Wakefield district.

All applications should be made through Wakefield Council's online application system.

Section 1
How to complete your application form

Every parent/carer who lives within the Wakefield district needs to apply to Wakefield Council for their child's secondary school place. You still need to apply to Wakefield even if one or more of your preferred schools is within another district.

APPLY ONLINE
APPLY ON TIME

Complete your online application form at

www.wakefield.gov.uk/admit

and submit it by

20 November 2023

Last year, 94% of on-time applicants got a place at their 1st preference school, compared to only 43% of late applicants.

- You can get lots of online advice and support.
- There are clear, simple prompts to help you complete your application form.
- You will get an email to confirm that your application has been submitted and received.
- The system helps you by checking for errors.
- You can change the details on your application form as often as you like before the deadline.
- The system will store your information securely.
- You can find out about your offer of a school place online from 12:30am on 1 March 2024, instead of having to wait for the post.

Access to the internet

All of our libraries provide customers with free access to library computers for two hours, including free internet access. Please contact your local library for further details.

If you are unable to access the internet, please contact School Admissions on 01924 306052, or write to:

Wakefield Council, School Admissions
Wakefield One, PO Box 700
Burton Street, Wakefield WF1 2EB

Submitting a late application may affect your offer of a school place.

NOTE: Some academies require you to complete further steps in addition to your online application. You should consult their websites or contact them directly for details.

If you need any help with your online application form please contact:

School Admissions Team
Telephone: 01924 306052
Email: admissions@wakefield.gov.uk

To prepare for completing the online application form, and to find out about the application process, please make sure you read this guide.

Some parents try to get a place at their preferred school by giving fraudulent or misleading information.

Wakefield Council has the right to challenge the information you provide. We will contact schools, other council departments, other admissions authorities and the health authority to check if the information given is correct. You may also be asked to provide evidence.

Examples of evidence that might be requested include:

- full birth certificates;
- Court orders;
- Home Office documents;
- residence orders;
- parental responsibility orders;
- proof of address.

Making a fraudulent or misleading application may result in the offer of a school place being withdrawn.

Section 1
How to complete your application form

APPLY ONLINE
complete the online application form at
www.wakefield.gov.uk/admit

- **Use the address at which your child is normally resident - their permanent address, where he or she lives with a parent (as defined in Section 576 of the Education Act 1996; this includes any person who is not a parent but who has parental responsibility).**
- Where there is split custody, please use the address where the child lives for most of the school week. For example, if a child lives with mother from Monday to Thursday and father from Friday to Sunday, the mother's address would be used.
- If custody is split equally, both parents must agree on the schools they select as preferences. However, there is no guarantee of a place at a school that is accessible from both addresses; places are allocated as outlined on page 8.
- **If your child's address changes, or is due to change, before September 2024 you must notify the School Admissions Team immediately as this may affect your offer of a school place (see pages 10-11).**

(B) Parent or Carer Details

- Give your title, first name and surname.
- You need to give your address only if it is different to your child's.
- Give your contact details.
- Tell us your relationship to the child and confirm whether you have parental responsibility.

(C) Special Educational Needs and Children in Care

Tick the appropriate box if your child:

- Is subject to a care order, interim care order, or SGO;
- Is accommodated by a Local Authority in a full-time placement;
- Has an Education, Health & Care Plan.

D) Preferences

Select your preferred schools - you can select up to five schools within the Wakefield district or other local authority district.

- Rank the schools in order of preference - your favourite as 1st Preference, second favourite as 2nd Preference, and so on.
- **You should select more than one school - this will not affect your chance of being offered a place at your 1st Preference school.**
- Tell us about older brothers or sisters who attend any of your preferred schools. Please do not include them if they will have left the school before September 2024, or if they will be in the sixth form as of September 2024.
- You may give reasons for your preferences.
- Complete one application per child. **You can change your preferred schools at any time but this may affect your offer of a school place (see pages 10-11**). We will use the latest-dated application that we have received.

Please note:

- Each school has a catchment area. Use the 'School catchment area search' on Wakefield Council's website to confirm which catchment area you live in.
- If your child is not eligible for a place at any of the schools that you selected as preferences, they will be offered a place at the school (non-faith or Academy) nearest to their address that has a place available.
- Attendance at a particular primary/junior school does not guarantee a place in any secondary school.

Make sure you submit your application.

We will respond by email to confirm receipt of your application - you should receive the email as soon as the application is submitted. **It is your responsibility to contact the School Admissions Team if you do not receive this email confirmation.**

The closing date for all applications is
20 November 2023

Submitting a late application may affect your offer of a school place. Last year, 94% of on-time applicants got a place at their 1st preference school, compared to only 43% of late applicants.

You can log in to the online application system any time after 12:30am on 1 March 2024 to find out about your offer of a school place. We will also send you an email with details of your offer.

Section 2

How to apply for your child's secondary place

We have tried to make the admissions and application process as fair and easy as possible.

We have done this by:

- Allowing parents/carers to select their five preferred schools, in order of preference, on one application.
- By fairly allocating places so that as many children as possible get a place at one of their preferred schools.
- By confirming all offers of school places on the same day - 1 March 2024.

To help you understand the process, we have answered some frequently asked questions below.

You can find more information on the Wakefield Council website:
www.wakefield.gov.uk/residents/schools-and-children

Frequently Asked Questions

When does my child start secondary school?

Moving from primary/junior to secondary school happens in the September following a child's eleventh birthday. Parents should be sent information in the September following their child's tenth birthday (the start of their final year of primary/junior school).

What types of schools are there?

There are 18 secondary schools within Wakefield. They are currently split into the following types of school: Community, Voluntary, Foundation and Academy.

- Community schools

These are schools maintained and controlled by Wakefield Council. Wakefield Council is responsible for admissions to all Community schools.

- Voluntary schools

These schools are owned by a voluntary body. Usually it is a church, such as the Church of England or Roman Catholic Church, but this is not always the case.

The voluntary body will appoint the majority of the governors on the Governing Body. In the case of a church-owned school, they will work to preserve the school's religious character and affiliations.

The two Voluntary secondary schools in Wakefield are also now Academies - publicly funded independent schools, free from local authority control (see below for more information). They are both operated by the Bishop Konstant Catholic Academy Trust.

- Foundation schools

Also known as 'Trust Schools', they are supported by a charitable foundation and the schools within the 'Trust' become Foundation schools. These schools have a degree of independence from the Local Authority; they own their buildings and sites, employ their own staff and act as their own Admissions Authority.

- Academies

Academies are publicly-funded independent schools, free from local authority control. They don't have to follow the national curriculum and can set their own term times. They act as their own Admissions Authority but have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

What if I want to apply for a place at a Voluntary Academy?

The two secondary Voluntary Academies in Wakefield are:

- St. Thomas á Becket Catholic Secondary School - a Voluntary Academy
- St. Wilfrid's Catholic High School and Sixth Form College - a Voluntary Academy

To apply, you must still use the Wakefield online application form. Wakefield Council will send details of your application to the school. It is then the school's responsibility to assess your application against their admissions and oversubscription criteria.

Please note: if you apply for a place at a Voluntary Academy, you will also need to complete an additional paper 'Supplementary Information Form'. You need to contact the school directly and ask for this form. Please return the completed form to the school.

Section 2
How to apply for your child's secondary place

Any offer of a place at a Voluntary Academy will be sent to you by Wakefield Council, not the school.

What if I want to apply for another Academy, or a Foundation school?

To apply for these schools you must still use the Wakefield online application form. **Some academies require you to complete further steps in addition to your online application – you should consult their websites or contact them directly for details.**

Do any of the secondary schools in Wakefield have sixth forms?

Seven of the schools have sixth forms. They are:

- Airedale Academy
- Castleford Academy
- Minsthorpe Community College
- Ossett Academy and Sixth Form College
- Outwood Academy Hemsworth
- Outwood Grange Academy
- St. Wilfrid's Catholic High School and Sixth Form College

Where can I find out more about secondary schools?

This guide includes information about all secondary schools in Wakefield, including addresses and telephone numbers.

It also shows you:

- The maximum number of children each school can admit into Year 7 in September 2024.
- How many children were admitted to Year 7 at each school in September 2023.

Each school usually produces their own prospectus and these are available directly from the schools.

Most schools hold Open Days/Evenings so that both children and parents can have a look around and meet the teachers. Dates and times of these events are included in your information pack.

School Policies

Each school writes and publishes their own policies, e.g. Curriculum Policy, Behaviour Policy, Special Educational Needs Policy, etc.

Copies of these policies are often published on school websites, or they can be obtained by contacting schools directly.

Exam results

Exam results for schools can be found on the DFE website: **www.gov.uk/dfe**

Ofsted school inspection reports can be found on the Ofsted website: **www.ofsted.gov.uk**

General information about schools in Wakefield, along with links to their individual websites, can be found on the Council's website: **www.wakefield.gov.uk/residents/schools-and-children**

When should I apply for a school place?

The online application system will open on 1 September 2023. If your child attends a Wakefield school and they live in the Wakefield district, an information pack will be sent via their school. **The deadline for applications is 20 November 2023.**

Is a 'first come, first served' system used to allocate places?

No, we do not look at any applications until the deadline has passed. All places are allocated according to the relevant published Admissions and Oversubscription Policy. However, submitting a late application may affect your offer of a school place (see page 10).

Where can I go for help and advice about which schools to select as preferences?

Deciding which secondary schools to select as preferences is a very important decision.

Visiting a school or attending their Open Evening is often a good way to find out about the school and then decide whether it should be one of your five preferences.

Section 2

How to apply for your child's secondary place

Schools will often show parents/carers around upon request. You may also want to consider some of the following:

- Is the school within reasonable travelling distance of your home?
- How does the school monitor a pupil's progress and how is this reported to parent/carers?
- What help will be given to a pupil who has difficulty with a particular subject?
- How do the examination and value-added results compare to other schools?
- How does the school recognise and reward achievement?
- What sporting and extra-curricular activities are available?
- How does the school care for the welfare of children?
- Does the school set homework?
- Is there a school uniform?
- If visited, do you like the school, its staff and the children?
- You could also ask parents of other children for their views of the school.

Do I have the right to choose which school my child attends?

As a parent/carer, you have a legal right to express a preference for the school you would like your child to attend, but you do not have the right to decide at which school they will be offered a place.

Places are allocated by Wakefield Council's Admissions Team or the relevant Governing Body (where the Council is not the Admissions Authority), in accordance with the relevant published Admissions and Oversubscription Criteria.

Each school, regardless of type, serves a catchment area. You are much more likely to have your preference met if you name the school that serves your catchment area. To find out which catchment area you live in, please visit:
www.wakefield.gov.uk/admit

If the number of applications for a school does not exceed the number of places, all applicants must be offered a place.

Schools might receive more applications than the number of places available (the Published Admission Number). If this happens, places will be allocated using the relevant published Oversubscription Criteria.

Where Wakefield Council's Oversubscription Criteria apply, places will be offered in the following order:

(a) (i) Looked after Children, all previously Looked after Children and Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted;

(b) (i) Children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission;

(ii) Other children who live in the school's catchment area;

(c) Children who have brothers or sisters in attendance at the school;

(d) Other children, with priority being given to those living nearest to the school.

NOTE: this is a summary of the Oversubscription Criteria - visit wakefield.gov.uk/admit for the complete policy.

In all categories, when decisions have to be made between children satisfying the same criterion, children living nearest to the school, measured as the crow flies (a straight line from home to school), have priority.

A growing number of schools in Wakefield are their own Admissions Authority. Some of these schools have adopted Wakefield Council's admissions policy for Community and Voluntary Controlled schools.

If this is not the case, a summary of their policies can be found in Appendix 1 and details of complete policies obtained from the schools.

Section 2

How to apply for your child's secondary place

Please note:

- Any place offered on the basis of a fraudulent or intentionally misleading application, e.g. giving a false address, may be withdrawn.
- "Looked after Children" includes children who have been adopted from Local Authority care, or who are subject to a Child Arrangements Order, and those with special guardianship immediately following being in Care.
- In all categories, "live" refers to the child's permanent home address. A child is normally regarded as living with a parent or carer and the Admissions Authority will use the parent or carer's address for admission purposes. An applicant cannot lodge a child with a friend or relation in order to gain a place at a school.
- The home addresses of some pupils may fall into an area that forms part of the catchment area of two schools (known as an Option Area). These children will be considered to live in the catchment area for both schools.
- "Brothers or sisters" includes step-brothers or step-sisters. They must live at the same address, be of statutory school age and attending the same school, or a school on the same site, on the date of admission.

We cannot guarantee that you will be offered a place at any of your preferred schools or your catchment area school.

What if my child has an EHCP (Education, Health and Care Plan)?

If your child has an EHCP, you do not need to submit an application to School Admissions. If you are not already aware of the process for your child, you should contact the Special Educational Needs Assessment and Review Team (SENART) for further information. Their contact details can be found in the section on Special Educational Needs (Section 4).

What if I am not happy with the school place I **have been offered?**

You can exercise your right of appeal - regardless of whether you accept or refuse the place offered. You should appeal within twenty one days of receiving your offer letter.

You need to tell us the reasons for your appeal.

For your appeal to be successful you will need to prove that:

- the Council has not acted fairly in refusing your child a place at your preferred school; or
- exceptional circumstances mean that your child should attend your preferred school, even though the school is full.

For Community, Foundation, Voluntary Controlled and Voluntary Aided schools, or Academies, appeals should be sent to:

Clerk to the Independent Appeals Panel
Wakefield Council, Committee Services,
Room 46, Town Hall, Wakefield WF1 2HQ.

If your appeal relates to a school in another district, you will need to get an appeals form from the relevant Council. See 'Contact Details' (Section 7) for details.

If your child has an EHCP, your appeal must be made to the Independent Special Educational Needs and Disability Tribunal. See 'Special Educational Needs', (section 4) for more information.

What happens at appeal?

Your appeal will be heard by an independent appeals panel. You have the right to attend and to speak in the hearing.

After the appeal, you will receive a letter telling you of the panel's decision and the reasons for it. Any decision made by the appeals panel is binding and both the school and parents must keep to it.

Section 2

How to apply for your child's secondary place

Can I receive more than one offer?

No. Parents receive one, and only one, offer of a school place.

If you are not happy with the school place that has been offered, you can exercise your right of appeal - regardless of whether you accept or refuse the place offered. You should appeal within twenty one days of receiving your offer letter.

What if I have twins or triplets and only one is offered a place at our preferred school?

Where the admission of siblings from a multiple birth would cause the school to rise above its Admissions Number, all of the children from the multiple birth will be admitted.

If my child does not get a place at our preferred school, is there a waiting list?

Yes. Waiting lists will be established on the offer day and will be maintained until the end of summer term (July 2025). If you would like your child's name to stay on a waiting list after this point, you will need to contact the School Admissions Team within two weeks of the start of Year 8 (September 2025) and complete an application form to request a change of schools.

Your child will not be placed on any waiting list if they have been offered a place at your 1st preference school.

If your child has been offered a place at your 2nd, 3rd, 4th or 5th preference school, they will be placed on the waiting lists for all higher preference schools.

For example, if your child has been offered a place at your 3rd preference school, they will be placed on the waiting lists for both your 1st and 2nd preference schools.

If your child has not been offered a place at any of your preferenced schools, they will be placed on the waiting lists for all of the schools you selected as preferences.

Your child's place on a waiting list will be defined by the relevant published Oversubscription Criteria; their position on the list may change, potentially moving down as well as up. Offers of places will be made as vacancies arise. We will write to let you know once a place is available.

What if I make a late application?

The deadline for all applications is 20 November 2023.

Any new or amended applications received after 20 November 2023 will be regarded as late applications (unless there is solely a change of address - see below). Late applications will be considered only when all those applications that were received on time have been dealt with.

What if my child's address changes or we move house?

Moving house, or a change of your child's address, may affect the offer of a school place. It is your responsibility to inform us immediately of any changes.

- **If you submit your application on time and subsequently move house- or your child's address changes - you must notify us by 6 January 2024 that the move has taken place.** You must also immediately provide satisfactory evidence.

If this is the sole change to your application we will use your new address and continue to treat your application as having been made on time. If you do not complete this process by 6 January 2024, your application will be regarded as late.

- **If there are any additional changes to your application, including the schools you have selected as preferences, you must complete the process by 20 November 2023.**

Section 2

How to apply for your child's secondary place

You will be asked to provide proof of address for yourself and your child. This might include:

- A letter from your Solicitors detailing any house purchase and the completion date. A letter of intention to purchase is not sufficient.
- Written evidence (in the form of a letter from your Estate Agent or Solicitor) of a tenancy agreement or lease, including the start and end dates.
- Written evidence (in the form of a letter from your Estate Agent or Solicitor) confirming the sale of your property or termination of a tenancy agreement/lease.
- A Child Benefit statement showing your child's new address.

Please note that:

- If you are returning to live in a property that you already own, we will need written evidence of the date that you are returning and that you plan to stay there. If you have been renting this property out, we will also need evidence that you have given your tenants notice to leave.
- If your child is moving to live with you, or with another member of your family, we will need to see a Child Benefit statement showing your child's new address.

Your amended application will not be considered unless the proof you provide is to the satisfaction of the Wakefield Council School Admissions Team.

In some cases, an Education Welfare Officer may visit to check that your child lives at the address you provided on your application.

If the offer of a school place is made and the Authority subsequently becomes aware of a change of address which could have affected the decision, the Authority will investigate and may withdraw the offer.

What if I want to change my preferences?

Any change of preferences after 20 November 2023 - whether or not there has been a change of address - will be considered as a late application.

Timetable of Key Dates

1 September 2023

Online application system opens.

20 November 2023

Last day for on-time applications.

1 March 2024

Offer day - log in after 12:30am to find out about your offer of a place.
We will send out emails on this day.

End of April 2024 onwards

Appeals.

Section 3
Changing Schools: mid-year applications and alternative education provision from Year 10

Mid-year Applications

A mid-year application is normally made due to a change in your child's address. Sometimes it can be because your child is having difficulties at their current school.

To make a mid-year application for a place at a school in the Wakefield district (regardless of whether you live in Wakefield or not), you must use a Wakefield admissions form, unless you are applying for a place at a Voluntary Academy whereby you apply direct to the school. If you wish to apply for a place at a school outside the District, please contact the school for application details and let the Wakefield Admissions Team know that you have done so.

Before you stop your child attending their current school, please check that the school you want them to move to can offer them a place.

If your child is having problems at school, please tell the Headteacher immediately; they may be able to sort the problems out. The Education Welfare Service may also be able to help (see Section 6). You can contact them on 01924 307451.

If your child is in Year 10 or 11, moving them to another school can be difficult and should be discouraged; if they are studying for GCSEs, the new school may not be able to offer them the same GCSE courses they have been studying.

Please note that Wakefield has agreed an 'In Year Fair Access Protocol'.

This means that some applications to move school may be given a higher priority than others. You can get a copy of the protocol from the School Admissions Team or from the Council's website:
www.wakefield.gov.uk/residents/schools-and-children
If in any doubt, contact the School Admissions Team on 01924 306052.

Alternative education provision from Year 10

There are two colleges in Leeds that take children at a different age to typical secondary schools. Beginning in Year 10, they provide a core GCSE curriculum similar to a typical secondary school, with the addition of specialist subjects.

Details of the colleges follow. If you would like further information please visit their websites, where you will also find copies of their admissions processes and criteria.

Leeds University Technical College (UTC Leeds)

UTC Leeds opened in September 2016 - it is a new school for 14 to 19 year-old students. Your child can join in either Year 10 or Year 12.

UTCs are set up by universities and businesses, and specialise in one or two technical subjects. Their aim is to ensure young people achieve outstanding GCSE results whilst learning the skills and attributes needed when starting University, an Apprenticeship or work.

In addition to GCSEs, all students will study Engineering Manufacture, and then a choice of Engineering Design or Systems and Control. They will also work alongside UTC Leeds industrial partners (e.g. Siemens, Unilever and AGFA) and the University of Leeds Engineering faculty, to gain experience through major projects, work experience, visits and mentoring.

Further information about UTC Leeds can be found at **www.utcleeds.com** or email **enquiries@utcleeds.com**

Leeds City College – 14+ Apprenticeship Academy

Leeds City College opened its 14+ Apprenticeship Academy in September 2013, and in February 2016 it was graded "Good with many outstanding features" by OFSTED.

The Academy is an alternative to studying Years 10 and 11 at secondary school. It aims to develop young people who are skilled, professional and enterprising, and who can make a significant contribution to the growing economy in the Leeds City Region. The Academy is particularly suitable for those who want to progress onto a post-16 apprenticeship.

Students complete a range of GCSEs whilst developing professional skills and knowledge in areas of employment that are in demand across the region. They learn vocationally relevant skills in work environments, e.g. in the Printworks Kitchen & Bar, butchery, engineering workshops or hairdressing salons.

All students participate in meaningful work experience that is relevant to their chosen vocational area. They work on innovative industry-based projects and challenges set by employers, which may include running their own business. Students can also access support from a Business Coach, to help with their future career.

Further information about the 14+ Apprenticeship Academy can be found at **www.leedscitycollege.ac.uk**

Section 4
Special Educational Needs

This section explains the admissions process for children who have an Education, Health and Care Plan (EHCP).

For all children who have an Education, Health and Care Plan, we want to make the move to secondary school as smooth as possible. To prepare for the move, a representative from the Local Authority will discuss it with you and your child at their Year 5 Annual Review; this review is known as a Transitional Review. The process will be repeated, if necessary, at the Year 6 Transitional Review.

At this review, your choice of schools will be discussed and the one chosen will be noted down on the Annual Review paperwork. This does not guarantee a place but it starts the process of looking at what is available. The Council has a duty to name the school you ask for unless:

- The school is unsuitable for your child's age, ability, aptitude or special educational needs.
- The placement would be incompatible with the efficient education of the other children with whom your child would be educated, or with the efficient use of resources.

The Special Educational Needs Assessment & Review Team (SENART) will decide whether the school you have chosen is appropriate to meet your child's needs and then consult with the school about a place for your child. Schools have up to 15 working days to respond to the consultation.

If the school you wish to choose is a Voluntary Academy, the school's Governing Body, rather than the Council, decides on the allocation of places. Places at schools outside the Wakefield district will only be considered in very exceptional circumstances.

To find out about the schools within the Wakefield district with specialist provision for children with Special Educational Needs, please see Appendix 1.

Frequently asked questions.

When a transfer of school takes place, will the EHCP be changed?

Yes. Your child's EHCP will be amended to name the new school.

Unless the needs of your child have changed, all other parts of the EHCP will stay the same.

Once a school has been agreed and named on the EHCP you will normally be offered a place at that school.

Will the support received in primary school continue in the same way in secondary school?

The level of support will be discussed at your child's Annual Review. Staff from your proposed secondary school may also attend to learn more about your child. Sometimes the level of support, and the way it is delivered, may change. The new school may do things differently. Once you know which school your child is going to, you can contact the school's Special Educational Needs Co-ordinator (SENCo).

They will be more than happy to discuss things with you.

Section 4
Special Educational Needs

Does my child have to go to a secondary special school or resourced provision?

If your child is already at a primary special school or resourced provision, it may be more appropriate for them to go to a secondary special school. If you would like to consider a mainstream school you will only be able to do so if:

- The school can meet your child's needs;
- Your child's attendance will not affect the education of other children.

The Special Educational Needs Assessment and Review Team can help you with this. They can advise you whether the school you have chosen is the best one to meet your child's needs. Again, all this will be discussed at your child's Transitional Reviews in Years 5 and 6.

Will transport be available to secondary school?

Many pupils who have an EHCP travel to school with their parents, or independently. Some pupils may be eligible for travel assistance.

Provision of transport to and from school will be discussed with you at your child's review meeting. The outcome will depend on your child's needs and the distance from your child's home to school.

If transport assistance is needed, you will need to make an application to the Transport Team. A Transport Panel will consider your child's needs and make a decision about whether some form of transport assistance can be provided. This may include providing a bus pass or, in some cases, a taxi, to enable transport to and from school.

See Home to School Transport (Section 5), for more information.

If I do not agree with the naming of a school on my child's EHCP, can I appeal and where would I go to do this?

Yes, you can appeal. However, the first thing you should do is speak to your child's named Special Educational Needs Casework Officer and let them know that you are unhappy with the school named on the EHCP. You may be able to resolve the issue between you.

Where can I go for help and advice?

If you are still unhappy, the Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS) may be able to help. They offer free, impartial advice and can help with all issues that may affect your child, including admission to schools, school placements and the Council's special needs procedures.
Their role is to work with you and the Council to try to find a solution, which includes:

- providing information on all aspects of SEN, including local procedures
- helping you to complete forms or write letters
- helping you to understand documents and reports
- helping to resolve disagreements between parents and carers, the local authority and schools
- helping you to prepare for meetings and accompanying you to meetings with other professionals - e.g. staff at your child's school - if this is required
- signposting to other local and national sources of support

They will also explain what you need to do if you want to make an appeal. Appeals are dealt with by the Special Educational Needs and Disability Tribunal (SENDIST).

Contact:
Wakefield WESAIL SENDIASS
Tel: 01924 965588
Email: wesail@family-action.org.uk
Please don't hesitate to contact them. They will be only too happy to help.

Who else can I speak to about the change of schools?

You can speak to staff at your child's current school or at the new school. You can also talk to the Council's Special Educational Needs Assessment and Review Team. You can contact them on 01924 302465.

Section 5
Home to School Transport

Transport legislation does not recognise catchment areas as part of the assessment criteria for entitlement to free school transport. Only the nearest qualifying school can be considered for transport purposes and this school might not be the catchment area school.

Qualifying schools include Community, Foundation and Voluntary schools, Academies and City Technology Colleges.

To qualify for help with home to school transport the following rule must be satisfied:

- Your child must be attending the nearest qualifying school, with places available, and the distance between home and school must exceed 3 miles*. Children from low-income families (i.e. those children entitled to free school meals, or whose parents receive the maximum level of Working Tax Credit) may also qualify if:

- they are attending one of the three nearest qualifying schools, with places available, which are more than 2 miles*, but less than 6 miles**, from home; or

- they are attending the nearest qualifying school, with places available, preferred on the grounds of their parents' religion and belief which is more than 2 miles*, but less than 15 miles**, from home.

*The 2 and 3 mile distances are measured as the nearest available walking route along which the child, accompanied as necessary, may walk safely to school. This route can include footpaths, bridleways and other pathways as well as recognised roads.

**The 6 mile limit to a choice of schools and the 15 mile limit to a school preferred on the grounds of religion or belief are not walking routes. These routes will be measured along road routes.

Following a change in legislation governing the entitlement to free school transport for low-income groups, it became apparent that a number of applications did not meet the qualifying distance criteria.

Given the immediate potential impact on families it was agreed to introduce a "phasing out" period. This means that where a pupil has been issued with a free bus pass and it is found they had not been attending the nearest qualifying school, that pupil would continue to receive free travel until they left their current phase of education (i.e. end of primary school or end of secondary school).

However, any younger sibling or new applicant for free travel would be assessed strictly in line with the home to school transport policy and, unless the pupil was attending the nearest qualifying school (with places available) subject to the distance criteria, free travel would not be provided.

This also applies to new applicants who may have had a sibling who previously attended the school, but left prior to their younger sibling applying for free travel.

If a pupil has been issued with a free bus pass under the above "phasing out" rule but the pupil then moves address, or changes school mid-year, the application will be treated as a new application.

If your child currently attends a denominational ('faith') school/Academy in the Wakefield district and is in receipt of a free bus pass, this will continue until the end of their current phase of education (i.e. the end of primary school for current primary school pupils). Should they change school (including transferring to secondary school) or change their home address, a new application will be required; all new applications for free home to school transport will be assessed in line with the current policy, as outlined above.

We may be able to help with transport arrangements for children who are unable to walk to school in safety (accompanied as necessary) due to the nature of the route, and children whose parents/carers are disabled and cannot accompany them on their journeys.

Where an application has been refused and parents feel there are very good reasons why an exception to the home to school transport policy should be made, they can use the appeals process to make their case.

For further details please contact the Home to School **Transport Team on 01924 305643 / 305675 / 306980 / 305481.**

Section 5
Home to School Transport

School Travel Plans

We want all children and young people in Wakefield to be able to travel to and from school safely, sustainably and healthily.

To do this, each school has their own travel plan which gives information about safe routes and transport services to school. This includes cycle paths, walking routes and public transport. You can find the plans on each school's website or through the Council website: www.wakefield.gov.uk

Some schools have 'park and stride' schemes. This helps reduce the number of children travelling to school by car each day. A printable map is also available which shows you all the cycle and walking routes, bus information, safe crossing points and parking facilities in the school's locality.

Wakefield Council has a strategy which aims to promote the use of sustainable travel to and from school. You can find this on the Council's website. The strategy explains how we aim to reduce the level of car usage and improve safety for those walking or cycling to school.

The School Travel Team can help you and your child to find the best way to travel to school. If you would like a copy of any of the travel plans or want any advice or information, please contact the School Travel Team on 01924 305624.

Section 6
Other general information

You have a legal duty to make sure that your child is educated; it is your responsibility to make sure that your child attends school. If your child is not at school you may be contacted to find out why. If your child is ill and not able to go to school, you need to let the school know straight away.

Holidays during school time

Family holidays and days out should be taken during school holidays. Only in exceptional circumstances will holidays or days off in school time be allowed, and you will need to get the Headteacher's and/or Chair of Governor's agreement to this beforehand. You may be issued with a Penalty Notice if you do not have this authorisation.

Education Welfare Service

The Education Welfare Service (EWS) is there to support parents and children if there are problems with a child's school attendance, ensuring that children and young people within Wakefield maximise their learning.

- Education Welfare Officers (EWO) check on non-attendance at school and may telephone or visit you and your child to find out why your child is absent from school.
- The EWS can offer advice and support on a number of areas, including attendance, exclusions, bullying, truancy and holidays in term time. They can signpost to a wide range of support agencies, including Social Care Direct, Target Youth Support, and Young Carers.

You can contact the EWS either through school or on 01924 307451.

Children who have a part time job

If your child has a part time job you must notify the Council in the area he/she works, as a work permit is required (Children and Young Persons Act 1933 and 1963); (Health and Safety (Young Persons) Regulations 1997). Work permits can be obtained from the Education Welfare Service.

Sporting Events

Children and Young People enjoy taking part in sport. Sport enhances health and well-being, and builds confidence. Most children and young people take part in sport as a hobby in their own time. However, some children excel in their chosen sport and may then be selected to participate in regional or national events.

Sports events where a child or young person is paid to participate, or that require absence from school are regulated by national legislation. The Children (Protection at Work) Regulations, 1998, states that a child will need a Sports Licence to partake in the activity.

Licences can be obtained from the Education Welfare Service.

For further information and advice with regard to any of these issues, please contact the EWS Child Employment Officers on 01924 307451. More information is available on the Council's website: **www.wakefield.gov.uk**

Children who take part in performance or modelling

Children may take part in a 'licensed performance'; to do this, you need to notify the Council and apply for a licence. A decision will be made after consultation with school. This is to ensure that your child is working in a safe environment. For further information and advice please contact the Education Welfare Service Child Employment Officer on 01924 307451. More information is available on the Council's website: **www.wakefield.gov.uk**

Free School Meals / Pupil Premium

Your child can have free school meals - and their school will be able to claim additional money, the Pupil Premium - if you receive:

- Income support; or
- Income based Job Seekers Allowance; or
- Income related Employment Support Allowance; or
- Support under Part IV of the Immigration & Asylum Act 1999; or
- The guaranteed element of State Pension Credit; or
- Child Tax Credit - and your annual household income is less than £16,190 (as assessed by HM Revenue and Customs) and you do not get Working Tax Credit; or
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit); or
- Universal Credit, provided you have an annual earned income of no more than £7400.

Children attending Independent Schools or Post-16 Colleges are not entitled to free school meals.

Section 6
Other general information

Applying for Free School Meals

You need to complete an application the first time you apply for statutory free school meals, or if you have started a new claim for any of the benefits listed above. You can apply online via the Council's website; if you would like a paper copy, contact the Free School Meals Team - once you have filled this in, you need to send your form back to:

Free School Meals Team
Wakefield One
PO Box 700
Burton Street Wakefield, WF1 2EB

Tel - 01924 305061; Email - hst@wakefield.gov.uk

You will not need to send proof of your benefits unless we ask you to do so. We check with the Department for Work and Pensions (DWP), Home Office and HMRC (Revenues and Customs) for proof of your receipt of benefits.

We will write to let you know whether your application has been approved; we will also contact the school to let them know. If your application is approved, your child will continue to receive statutory free school meals as long as your circumstances do not change.

If things change

We are not informed automatically if your circumstances change - it is your responsibility to notify us if you are no longer receiving any of the benefits listed above. You will be responsible for repaying the cost of any free school meals taken whilst you were not entitled.

If you later start a new claim for any of the benefits listed above, you will then need to complete another application form for statutory free school meals.

Pupil Premium

If your child attends a Wakefield school and you receive any of the benefits listed above, we ask that you submit an application for free school meals. This will enable your child's school to claim additional money - the Pupil Premium - that can be used to put measures in place which may accelerate your child's academic progress, as well as developing their self- esteem, self-confidence, and social and emotional skills. Schools may also use the Pupil Premium money to provide new equipment or additional teaching staff.

School trips

If your child is entitled to receive free school meals, the school should provide your child with a packed lunch.

16 – 19 Bursary Fund

Young people progressing into post-16 learning will be able to apply directly to their school or college for a bursary. The bursary will be made up of two parts:

- A guaranteed bursary of £1,200 a year for the most vulnerable. This includes children in care, care leavers and those on Income Support and disabled young people in receipt of Employment Support Allowance and the Disability Living Allowance.
- Schools and colleges may also award a bursary to any student who faces genuine financial barriers to staying on in education or training, to help with costs such as transport, food or equipment. They decide on the amount of any bursary and the conditions for awarding it.

Children Missing Education

If you intend to move from an area or change school, you must notify the school in writing and apply for another school place. Children who go missing from education will be reported to the Education Welfare Service's Children Missing Education Officer, who will work to ensure that parents make a new application for a school place.

Safeguarding Children

If at any time you are worried or concerned about the welfare of a child, please contact Social Care Direct.

They are open 7 days a week, 24 hours.

Callers to Social Care Direct can remain anonymous; you do not have to give your name if you do not want to.

Social Care Direct
Telephone: 0345 8 503 503
Fax: 01924 303455
email: social_care_direct@wakefield.gov.uk

Section 7
Contact details

Education Welfare Service
ews@wakefield.gov.uk
01924 307451

Families Information Service (FIS)
information@wakefield.gov.uk
0800 587 8042

SENDIASS
wesail@family-action.org.uk
01924 965588

Special Educational Needs Assessment and Review Team (SENART)
senart@wakefield.gov.uk
01924 302465

Social Care Direct
social_care_direct@wakefield.gov.uk
0345 8 503 503

Barnsley Education Authority
People Directorate
Admissions Team
P O Box 634
Barnsley S70 9GG
Tel: 01226 773689 / 677 / 588 / 502
Email: admissions@barnsley.gov.uk

Doncaster Council
Admissions, Attendance & Pupil Welfare Service Floor 3 Civic Building
Waterdale
Doncaster
DN1 3BU
Tel: 01302 737262
Email: admissions@doncaster.gov.uk

Kirklees Education Authority
Pupil Admissions
Kirkgate Buildings
Byram Street
Huddersfield HD1 1BY
Tel: 01484 225007
Email: pupiladmissions@kirklees.gov.uk

Leeds City Council
PO Box 837
Admissions
Leeds
LS1 9PZ
Tel: 0113 222 4414
Email: education.annual.cycle@leeds.gov.uk

North Yorkshire Education Authority
School Admissions
Jesmond House
31-33 Victoria Avenue
Harrogate HG1 5QE
Tel: 01609 533679
Email: schooladmissions@northyorks.gov.uk

Appendix 1

Airedale Academy

Crewe Road, Airedale, Castleford WF10 3JU
www.airedaleacademy.com

Tel: 01977 664555

Headteacher:	**Miss L Proctor**
Age:	11-18
Type:	Academy
Number on Roll:	1039
Annual Admission Number:	240

Airedale Academy is a successful 11-18 school which serves the communities of Airedale, Ferry Fryston and Townville, with students now attending from Brotherton, North Yorkshire. The Academy has undergone significant refurbishment and building projects over recent years resulting in a superb learning environment for our young people. Facilities for Performing Arts are especially outstanding and include two purpose-built dance studios. Our fully-equipped theatre complex incorporating two drama studios acts as a central hub for the whole community.

We strongly believe that every young person, regardless of their background or ability, has the right to a high quality education. There is no limit to what they can achieve if they are given the right levels of encouragement and support. Our vision is of a world where all children and young people are given the opportunity to thrive, succeed and aspire. Our mission is for every child to leave our school equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this we believe in the core values of our Trust and try to keep these at the heart of what we do: Ambition, Bravery and Respect.

Students follow the National Curriculum and are grouped according to ability in Key Stage 3 (Years 7, 8 and 9) in most subjects. Towards the end of Year 8, when students' aptitudes and abilities have been assessed, a guided choice is open to them. At Key Stage 4 (Years 10 and 11), students are placed on a personalised pathway so as to ensure all follow a programme of study tailored to their specific needs. The curriculum is enhanced through the delivery of a student wellbeing programme, which aims to improve students' social, emotional, problem-solving, teamwork and cultural skills.

The Academy seeks to ensure that each student has access to the concepts, skills and attitudes which will be vital to his or her future learning and employment prospects in a fast- changing technological world.

In our sixth form, we provide outstanding teaching, superb facilities (a dedicated sixth form teaching block with common room, independent learning centre, extensive ICT facilities and a state of the art theatre) and personalised mentoring to support students in reaching their goals.

Excellent student wellbeing services are provided within the academy for all of our young people. We work with a number of external agencies and frequently engage with other professionals and organisations to raise awareness amongst young people of key issues such as alcohol abuse, contraception, risk, substance misuse, radicalisation, child sexual exploitation and domestic abuse.

Airedale Academy has at its heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. This will not be tolerated.

Appendix 1

It is the policy of the Academy to hold regular internal examinations for all students, in addition to rigorous assessment and recording procedures. Great emphasis is placed on the progress that individual students make within their subjects, over the course of their time with us. Substantial improvements in recent years' examination results are evidence of our determination to establish Airedale Academy as a centre of academic excellence. Indeed, in recent years we have been one of the most successful Wakefield schools in "adding value" to students' examination attainment over their five years at secondary school.

We ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. Airedale Academy will use its best endeavours to ensure that staff in the school are able to identify and provide for those students who have special educational needs, enabling them to participate fully in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical.

If you would like more information, please have a look on our website at www.airedaleacademy.com or, even better, give us a call and arrange to come and visit us on a typical day at Airedale Academy and see for yourself what we are all about and what we can offer your child.

Applications to Airedale Academy Sixth Form - a summary of the policy

At Airedale Academy Sixth Form we offer a limited number of vocational qualifications at Level 3, some of which will require certain minimum grades at GCSE level. We strive to ensure that all students who are accepted into the Sixth Form are placed on appropriate courses where they are most likely to succeed. In order to do this we interview or audition all applicants. This is undertaken by subject leaders or the Head of Sixth Form. There is no expectation that students from Year 11 will automatically apply to the Sixth Form and the school gives equal time to a wide range of providers to help to ensure that students find the course that is right for them and that careers guidance is impartial. We accept applications from students wishing to come to Airedale Academy Sixth Form from another school. In all cases the same admission criteria will apply.

Academic requirements - For entry onto our vocational courses we require a minimum of 5 GCSE passes at grade 4-9 from at least four subject disciplines and to include English and Maths. Students who we have interviewed and feel are suitable for a particular course but do not achieve a grade 4 or above in GCSE English and/or Maths, will have these subjects added to their programme of study. When students achieve a grade 4 or above they will be given the choice of whether to continue to study these subjects.

Students applying for the BTEC Extended Diploma in Performing Arts will be expected to attend an audition as well as an interview. This will involve a song or dance piece of no more than 2 minutes in length and a monologue of the students' choice, followed by a formal interview.

Meeting the requirements of any course is no guarantee that the student will automatically be offered a place on a preferred choice of course. In some cases students who do not meet the academic requirements but have shown a particular aptitude for a subject, may be offered a place.

Oversubscription Criteria for entry to the Sixth Form

Where the number of eligible applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

(i) Applications from internal candidates who are predicted to meet the academic requirements

(ii) Students with siblings at the school. Siblings are defined as brothers or sisters (including step brothers and sisters) living at the same address as their primary place of residence); and

(iii) All remaining places will be offered to those students who have the better performance predicted at GCSE for their subject specific requirements or who have the more successful audition.

Appendix 1

Carleton High School

Green Lane, Carleton, Pontefract WF8 3NW
www.carletonhigh.patrust.org.uk
Tel: 01977 781555

Headteacher:	**Mrs S Shariff**
Age:	11-16
Type:	Academy
Number on Roll:	1039
Annual Admission Number:	210

Carleton High School, part of Pontefract Academies Trust, is not just another secondary school - it is a thriving, high performing and successful place where students grow into the very best version of themselves. As a school community we have a passion for learning and a vision to deliver a first-class education to all students so that they make outstanding progress and get the chances in life they deserve. We have a fantastic team of talented staff; who do 'whatever it takes' to make this vision a reality.

A great education needs a captivating beginning
We believe that the potential to achieve relies upon a smooth transition to secondary school. It is a huge milestone in a young person's life, and it is important to each student's well-being and happiness that they feel able to settle in well. Our transition programme is designed to support students every step of the way, easing the transition from their primary school so they feel truly happy, make great new friends and, of course, develop a deep-seated love of learning that will carry forward for the rest of their school life and beyond.

Quote from Year 7 Parent
"My daughter started year 7 with no one else from her school. She has been full of confidence and enjoyed every moment of her first week at Carleton High School. That's down to the school's excellent planning and hard work to put in place a well organised transition for year 7."

Culture + Consistency = Excellence
Our ethos is summarised through our mantra, Culture + Consistency = Excellence. Put simply, this means that we have an achievement focussed culture where we do not put a ceiling on what our students can accomplish. This really matters; academic results open doors for our young people. We aim to be consistent in our approach to everything that we do, never compromising on our high standards so that all our students, no matter what their starting point or circumstance, thrive and achieve their absolute best!

We aspire to excellence in everything we do
We are an Ofsted 'good' school and we are proud to be ranked in the top 1% of schools in the whole country for improvements in student progress. We have also been awarded the accolade of 'the most improved school in the North of England'. At Carleton High School, we aim to make success inevitable.

Appendix 1

Quotes from Ofsted

"Accountability for improving pupil achievement is a golden thread that runs through the work of the school." "Pupils feel safe in school."
"Pupils are courteous, polite and welcoming."
"The quality of teacher explanation and questioning are strong." "Pupils take a real pride in their school."
"There is a wealth of emotional and academic support."

Every individual in this school counts

We believe that students thrive in an atmosphere of respect, care and support. Teachers and support staff work hard to promote this ethos and to make sure that every individual student feels that they are a valued member of 'Team Carleton'. High quality pastoral support is key to this aim and there is always someone who students can turn to for help and advice.

Our students really are the heart of what makes Carleton a special place to be. We live and breathe our student values of respect, responsibility, determination and excellence. These values reiterate positive attitudes to build character and alongside our curriculum, we ensure our students leave us with a high level of knowledge, a vast expanse of skills, and develop into well rounded citizens, who are well prepared for their next steps in life.

An environment where education shines

At Carleton High School we understand that having the right facilities can be the difference between a good education and an outstanding one. Alongside bright and spacious classrooms, inspirational learning walls and modern buildings we have a whole host of excellent facilities to support our students to become the best they can be.
We are also passionate about the impact that activities outside the curriculum have on our students too, and encourage all students to immerse themselves in the full life of the school. We provide them with valuable opportunities for character development, leadership, educational visits, co-curricular clubs and so much more! This is so our students can discover new interests, develop existing ones, and further develop their character and wider personal skills.
Keep up to date
We know there is no substitute for seeing the school for yourself and feeling the 'buzz' of the atmosphere whilst chatting to our amazing students and staff. However, we hope this will give you a flavour of what we are all about and the many opportunities available here. Please do follow us on Twitter @PATCarletonHigh to keep up to date with all the latest news and activities from the school.

Carleton High School really is a special place to be and we'd be delighted for your child to join us.

Appendix 1

Castleford Academy

Ferrybridge Road, Castleford WF10 4JQ
www.castlefordacademy.com
Tel: 01977 605060

Headteacher:	Mr **W Bush**
Age:	11-18
Type:	Academy
Number on Roll:	1504
Annual Admission Number:	300

We never forget that parents entrust us with one of the most important and rewarding jobs in the world, the education of their child. Under strong leadership, the school continues to build on its current results and successes.

A dynamic curriculum model aims to enhance the learning of all its pupils. In the last year for Schools/Academies to have verified outcomes 2019, we achieved a score of 0.40 Progress 8 and our Attainment 8 score was 48.4 placing us in the top 17% of schools nationally. We have high expectations of behaviour for all students to foster a climate where learning can thrive.

A highly developed transition programme ensures that all pupils settle in the Academy well and ample opportunity is provided for pupils to experience life in the Academy prior to admission in September. We have a strong relationship with parents, governors, and our feeder schools and closely work together to provide the best opportunities for our pupils. We are also part of the Castleford Academy Trust, alongside Glasshoughton Infant Academy, Castleford Park Junior Academy and Three Lane Ends Academy working closely with these schools to offer excellent provision to the pupils in our community.

The core values of our Academy's ethos are Care, Aspire, Succeed:

Care – At Castleford Academy, we have high expectations of pupil's behaviour. We expect that our pupils grow to respect themselves and others, to look for the good in others and to be honest and trustworthy. We believe that this is essential throughout the school, allowing our focus to be solely on learning and progress. We want to make sure that your child is a happy, confident individual who feels valued so that they can make a positive contribution during their time at secondary school. Your child will face their most significant physical, mental and social changes of their lives during their time with us. Our pastoral programme is designed to support pupils and their families with these changes and we pride ourselves on the pastoral care we give to all students.

Aspire – In a changing world, we have to prepare our pupils to achieve great things and compete locally, regionally, nationally or internationally for the future. Our curriculum is designed to give pupils the best exposure to learning opportunities both in and outside of school. As a school, your child will be challenged on an "I can't do it" attitude to encourage a change in mind-set whereby, they learn to think "I cannot do it yet!" This mind-set will equip pupils well for the challenges they will face in the future by building confidence and raising aspirations.

Succeed – Here at the Academy, we work hard to unlock potential and develop talent at all levels of ability to ensure that everyone does their best, and that no child is left behind. The curriculum ensures that every pupil leaves with excellent levels of literacy and numeracy, essential for everyday life. We look to find and develop other talents including sporting, artistic, musical, dramatic and technological talents. We have state of the art facilities to help to achieve fantastic opportunities.

The Academy has had extensive building work over the past few years. We have two 3G pitches and a state of the art Henry Moore Suite (housing Design Technology and Art lessons) accompany the new builds already in place with the multi-million pound sports hall, a fully refurbished dining facility, inclusion resource, Step Up facility and newly modernised classrooms with ever developing IT support networks and resources. We have recently extended our dining facilities and created a new library for our pupils.

What did Ofsted say about us in our last inspection?
Castleford Academy is an exciting place to learn. Pupils follow a fulfilling curriculum. They gain deep knowledge and understanding across a wide range of subjects. Pupils achieve exceptionally well in mathematics and science. Their progress across many other subjects is very strong. Leaders prepare pupils thoughtfully for their next steps in life.

Leaders plan memorable experiences for pupils. These include partnerships with major art galleries and ballet companies. Pupils also work with local businesses and employers. Leaders connect trips and visits with learning in lessons. Teachers inspire pupils with the opportunities on offer. Such experiences widen pupils' horizons and develop their confidence.

Pupils behave very well. Leaders create a calm and respectful environment. Pupils are articulate and polite. Leaders do not tolerate bullying, and pupils agree. Pupils know who to go to if they need help. Many pupils hold positions of responsibility. These help to develop pupils' self-esteem. Staff listen and respond to pupils' views. The school is a safe and supportive place to learn. Effective teaching helps all pupils to make exceptional progress across the curriculum.

Should you decide to send your child to us, you will find that the form tutor and year leader play a consistent, key role in your child's education and will be your first point of contact within the school. If you are not yet convinced, our open evening takes place in October. See the website for further details.

The following points form a summary of the Admission Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

If the number of preferences for Castleford Academy does not exceed the Admissions Number, all preferences will be met. If there are more preferences for admission than there are places available, preference will be given in the following order **(figures in brackets show the number of places offered for the year commencing September 2023; see Appendix 2 for further information)**:

a) Looked after Children and all previously Looked after Children and Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted **(7)**;
b) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission **(78)**;
c) Other children who live in the school's catchment area **(192)**;
d) Children who have brothers or sisters in attendance at the school **(11)**;
e) Children who are attending a school within the Castleford Academy Trust or feeder primary school for Castleford Academy **(1)**;
f) Children of staff employed by Castleford Academy **(0)**;
g) Other children, with priority being given to those living nearest to the school **(0)**.

Trinity Academy Cathedral

Thornes Road, Wakefield WF2 8Q
https://cathedral.trinitymat.org
Tel: 01924 330640 Email: contactus@cathedral.trinitymat.org
Twitter: @trinityacademyc

Principal:	Anna Gillinder
Age:	11 - 16
Type:	Academy
Number on roll:	1038
Annual Admission number:	210

Trinity Academy Cathedral is an 11-16 mixed comprehensive school with a thriving specialism in Performing Arts. In 2019 we gained our best results ever with outcomes in the top 10% nationally for progress. This has remained in the top 10% for 5 years and in 2019 we won the TES Secondary School of the Year Award – a great achievement. The achievements follow several key changes made in the last four years as the academy moved into the Trinity Multi-Academy Trust, a highly successful trust with reputation for outstanding education.

The Academy received a full Ofsted inspection in May 2022 and was awarded "Outstanding" in all categories and for overall effectiveness:

- Overall effectiveness - OUTSTANDING
- The quality of education - OUTSTANDING
- Behaviour and attitudes - OUTSTANDING
- Personal development - OUTSTANDING
- Leadership and management - OUTSTANDING

Trinity Academy Cathedral is also the only Church of England secondary school in Wakefield and has a Christian ethos which nurtures and celebrates the individuality of every student, whether they are students with or without a faith of their own.

We are strongly focussed on academic success for all our students and our results have improved rapidly in recent years and are set to continue this trend. This is reflected in our mission statement 'Everything is possible for one who believes' and in the broad curriculum we offer, which allows students to follow a personalised pathway including a range of academic and vocational options.

We believe that teaching and learning should be engaging, exciting and challenging for our students and we strive to provide memorable and high quality learning experiences both inside the classroom and outside, through our excellent and extensive extra-curricular activities programme and enrichment opportunities.

At the same time, we are firmly committed to providing the highest standards of care, guidance and support for our students and believe that safeguarding is of paramount importance. We take very seriously our duty of care to your children. Alongside our mission and pledge for students, we also follow a clear and consistent code of conduct for behaviour and have a specialist team of student liaison officers and student support staff, who are dedicated full time to the pastoral support of students and their families.

We recognise that the move from primary school to secondary school life is a big one and it is crucial that we get this transition right for our students. Consequently, we have an extensive transition programme which is well regarded by our partner primary schools, with whom we work closely to ensure the best possible transition experience for all our students.

Appendix 1

We have demonstrated a rapid and sustained improvement in academic standards which has been taking place and will continue to do so. We are proud of our central focus on teaching and learning development and extremely high standards for behaviour and safety. These factors come together to ensure all students are supported and challenged to achieve their full potential and flourish as confident young citizens.

Our facilities include state of the art dance and drama facilities, conferencing and performance spaces, library and chaplaincy.

The school is well served by extensive use of ICT, including a number of full-sized computer suites and many smaller clusters of computers. We also have a wireless network which allows students to work from school laptops in ordinary classrooms.

Together, we aspire towards the highest standards and the best outcomes for our students. At Trinity Academy Cathedral, we challenge and support each other, staff and students alike, in a caring, vibrant and happy community. We celebrate our successes and constantly strive towards excellence.

If you would like more information, please have a look on our website at https://cathedral.trinitymat.org or, even better, give us a call and arrange to come and visit us on a typical day at Trinity Academy Cathedral and see for yourself what we are all about and what we can offer your child.

The following points are taken from the 'Admissions and Prospectus page of the website; for a copy of the complete policy please visit the school's website or contact the school directly.

For admission to Trinity Academy Cathedral (including CAPA Juniors), applications from Wakefield residents should be made via Wakefield Council's online application system. Parents must have registered their child to sit the Fair Banding Assessment.

Applications for CAPA Juniors must also complete a CAPA Juniors Supplementary Information Form which is available online. A paper copy can also be collected from reception.

We admit 210 students per year into Year 7 and these places are awarded strictly in line with the terms of our Admissions policy.

If you have any questions please e-mail us at contactus@cathedral.trinitymat.org. A member of the transition team will then be in touch with you as soon as possible.

Open Evening - Wednesday 20th September 2023 - an Open Evening Event will be held on Wednesday 20th September 2023, 5pm -7.30pm at Trinity Academy Cathedral. The Principal's Address will take place at 5pm and be repeated at 5.45pm and 6.45pm. No bookings required. **Parents must also have registered their child to sit the Fair Banding Assessment by 25th September 2023**.

This is a summary of the places offered to children for September 2023; please visit the school's website for details relating to the categories and Oversubscription Criteria -

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Band 4	0	11	8	0	24	0
Band 3	2	19	7	1	39	0
Band 2	0	12	4	0	24	0
Band 1	2	21	0	1	25	0
Unbanded	0	0	0	0	0	0

Crofton Academy

Specialists in Maths and Computing

High Street, Crofton, Wakefield WF4 1NF
www.croftonacademy.org.uk
Tel: 01924 862985

Headteacher:	**Mr P Walker**
Age:	11-16
Type:	Academy
Number on Roll:	1033
Annual Admission Number:	210

Crofton Academy is an 11-16 school, situated three miles to the south of Wakefield. Traditionally the school served three former mining villages, Crofton, Sharlston and Walton, but in recent times pupils from a much wider area have attended the academy. At Crofton Academy every individual will be cared for, supported and challenged, to maximise their potential in order to create a feeling of self-worth and ambition. This aspirational journey will allow each member of our community to develop individually with an ethos of respect, enjoyment, sense of belonging and provide foundation for life long learning.

Crofton Academy has excellent working relationships with its primary feeder schools; meeting regularly throughout the year to discuss teaching and learning strategies as well as inviting pupils to the academy to experience some lessons. This ensures that the transition process is smooth and effective. In addition, a Year Leader visits all primary feeder schools to meet pupils, before pupils attend a full day at the academy and we meet their parents. This allows any questions they might have to be answered before joining the following September.

Throughout their academy career, pupils follow a broad and balance curriculum. Pupils follow the national curriculum in Year 7, 8 and 9 before choosing their Options for Key Stage 4 study in Year 10 and 11. The academy offers a wide range of Key Stage 4 courses and encourages pupils to choose subjects based on their strengths and career ambition, which allows a personalised curriculum for each pupil.

The core values of our academy's ethos are Care, Aspire, Succeed:

Care – At Crofton Academy, we have high expectations of pupil's behaviour. We expect that our pupils grow to respect themselves and others, to look for the good in others and to be honest and trustworthy. We believe that this is essential throughout the academy, allowing our focus to be solely on learning and progress. We want to make sure that your child is a happy, confident individual who feels valued so that they can make a positive contribution during their time at secondary school. Your child will face their most significant physical, mental and social changes of their lives during their time with us. Our pastoral programme is designed to support pupils and their families with these changes and we pride ourselves on the pastoral care we give to all pupils.

Appendix 1

Aspire – In an ever-changing world, we have to prepare our pupils to achieve great things and compete locally, regionally, nationally or internationally for the future. Our curriculum is designed to give pupils the best exposure to learning opportunities both in and outside of school. As a school, your child will be challenged on an "I can't do it" attitude to encourage a change in mind-set whereby, they learn to think "I cannot do it yet!" This mind-set will equip pupils well for the challenges they will face in the future by building confidence and raising aspirations. We have a strong tradition of extra-curricular activities and an annual programme of study and travel to a variety of destinations, broadening horizons and encouraging independence among our pupils. Our past visits have included Paris, Madrid, Croatia and New York.

Succeed – Here at the academy, we work hard to unlock potential and develop talent at all levels of ability to ensure that everyone does their best, and that no child is left behind. The curriculum ensures that every pupil leaves with excellent levels of literacy and numeracy, essential for everyday life. We look to find and develop other talents including sporting, artistic, musical, dramatic and technological talents.

Crofton Academy has state of the art equipment such as the 3G pitch, it also undergoes a continuous refurbishment programme that includes annual upgrades of IT equipment. This is in addition to previous updates to other areas such as technology, music and the languages department.

Crofton maintains a strong commitment to extra-curricular activities. It has a well-founded reputation in traditional sports for both genders, where teams represent the academy in local and national competitions. The academy also upholds a strong interest in the arts, with regular performances and productions by the music and drama departments. It maintains strong links with the local community.

The above gives a flavour of the academy, however, the best way to really see what we have to offer is to visit us in person.

For further information, please feel free to contact us to arrange a visit or to request a prospectus. Telephone 01924 862985 or you may wish to access our website www.croftonacademy.org.uk or follow us on Twitter: @croftonacademy.

The following points form a summary of the Admissions Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

If there are more applications for admission to a school than there are places available, preference will be given in the following order:
(a) (i) Looked after Children, all previously Looked after Children and Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted;
(b) (i) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission ;
(ii) Other children who live in the school's catchment area;
(c) Children who have brothers or sisters in attendance at the school;
(d) Children of staff employed by Crofton Academy;
(e) Other children, with priority being given to those living nearest to the school.

Appendix 1

De Lacy Academy

Middle Lane, Knottingley WF11 0BZ

www.delacyacademy.org.uk

Tel: 01977 722489

Headteacher:	Mr **C McCall**
Age:	11-16
Type:	Academy
Number on Roll:	896
Annual Admission Number:	210

The move from primary to secondary education can be an intimidating one, but at De Lacy you can be assured that your child's individual needs, potential and interests will be known and you will have easy access to professionals who can support them in every respect. Small enough to ensure that no student is a stranger in their own school, excellent personalisation has ensured that students at De Lacy thrive in all facets of their education, growing into well qualified, confident and well-adjusted citizens.

We are a vibrant and caring school where students are encouraged to excel and be the best that they can be. Even a cursory glance at our web site and twitter account demonstrates the tremendous commitment of the staff who provide a wealth of extra-curricular activities and learning opportunities that nurture and develop our young people. This commitment from staff is matched by the excellent attitudes of our students. We have high expectations around behaviour for learning and preparedness for learning and visitors comment frequently on the exceptionally positive attitudes displayed from the moment students step through the school gates where they are welcomed every morning by staff.

We were thrilled last year to receive such a positive OFSTED report that praised all elements of the Academy's work.

In the words of OFSTED, January 2017:

"Pupils' overall progress in the 2016 GCSE results was above the national average. Disadvantaged pupils achieved particularly well."

"Behaviour is good in classrooms and around the school. Pupils work hard, concentrate well, enjoy learning and get on with minimum disruption."

"Teachers' good relationships with pupils engage them well and promote their learning."

"The school's work to promote pupils' personal development and welfare is good."

"Staff work effectively to meet the complex needs of vulnerable pupils, using a wide variety of support within the school and from outside agencies."

"Pupils, parents and staff say that pupils are safe."

"Pupils are polite and welcoming to visitors. They show pride in their uniform and their school. Conduct is orderly on the way to lessons and assembly and pupils arrive punctually. The atmosphere is calm at break and lunchtime."

Appendix 1

Whilst immensely gratified by these comments, we were not surprised. What else could be said about an Academy where achievement is above average, amongst the best in Wakefield. In 2018, we were the highest rated school of our type for progress, ranked number 1 nationally. A school where students proudly display their badges recognising their achievements across academic, sporting, cultural and social fields. A school that offers extra lessons for its Year 11 students out of hours every day Monday to Friday, on Saturday morning and in the school holidays.

Your child would join De Lacy at an exciting time in its development. Whilst we already benefit from exceptional sporting facilities such as our 3g pitch and ICT suites, this year we have embarked upon major school building improvements, including new blocks and a significant refurbishment of existing blocks.

Should you wish to discover more, we welcome requests for information and visits.

Chris McCall

Principal

Appendix 1

The Featherstone Academy

Pontefract Road, Purston,
Featherstone WF7 5AJ
www.featherstone.academy
Tel: 01977 698000

Head of School:	**Ms Di Townshend**
Age:	11-16
Type:	Academy
Number on roll:	494
Annual Admission number:	120

The personal development, behaviour and welfare at The Featherstone Academy is outstanding. Part of this is our strong commitment to every pupil's introduction to the Academy. This is fostered through close working relationships with our partner primaries which is a priority to ensure every pupil's transition is a smooth and successful one. Parents and carers are encouraged to visit the Academy and take a tour when the Academy is 'live' to see for themselves the positive ethos, culture of excellence and high expectations we have embedded.

The year 7 integration into Academy life is underpinned by a personalised curriculum based on the 6 R's: Reasoning, Reflection, Resilience, Resourcefulness, Responsibility and Respect. The resilience curriculum takes place in addition to a core curriculum and supports pupil development as independent, resilient learners throughout their time at Featherstone. Students complete an overnight three day residential at an outdoor adventure centre to support their transition and enhance their understanding of their new curriculum.

At the centre of The Featherstone Academy is a focus on delivering high academic standards to allow students to attain outstanding outcomes; these will allow students to progress to the next stage of their lives successfully.

Our staff provide a learning environment which will stimulate, inspire and engage in order to develop the student's thirst for knowledge.

We have a duty to prepare our students for the extensive examinations that they now face in the current education system. At The Featherstone Academy this starts in Year 7with a structured assessment and examination calendar that includes mock examinations. We will equip them with the skills and exam techniques required to be successful in examination situations. We aim for this to become normal practice and therefore less stressful at an important time in their lives: years 10 and 11. We endeavour to leave no stone unturned to ensure all our students have been successful. We have gone as far as to move our May half term holiday to the end of June so Year 11 students are supported during and right up to their final exams.

We appreciate that for a student to be successful in their learning, the school and parents need to work in collaboration. To facilitate this, at strategic points of the year, parents are invited into the academy to discuss their child's progress or to hear about strategies to support them with their forthcoming examinations. Of course our staff are always willing to answer any questions you may have in relation to your son/daughter.

As part of The Rodillian Multi Academy Trust we are committed to providing private school opportunities in a modern comprehensive environment. The Featherstone Academy is committed to the traditional values of discipline, good behaviour and respect. These values have created a learning environment in which all students can succeed.

Appendix 1

This environment is supported by an imaginative, differentiated curriculum in all year groups. The curriculum instils resilience in our students the moment they enter the school and is continuous throughout their time with us. Encompassed within this innovative curriculum is our belief in a growth mindset. The belief that intelligence is far from fixed or inherited but an area we can all improve if we work hard and learn from our mistakes.

In Year 7 we have our “Rise and Read” strategy to further develop Literacy and cultivate a love of reading. For one morning of the week, students in Year 7 start earlier and have reading sessions with a member of staff.

Students make options choices in Year 7 and Year 8 across a range of practical, academic and Art based subjects to allow them to specialise in an area of interest. In Year 8 students undertake an Applied Resilience curriculum, where Students spend an afternoon studying a variety of topics such as cooking, woodwork and team sports. Year 9 select subjects, to master throughout the year as a GCSE taster option.

The Featherstone Academy is a small school in comparison to its neighbours in Wakefield. This brings huge benefits and opportunities as identified by OfSTED who said “pupils have trust in staff to help them resolve the issues”. The community focused pastoral care is a clear strength of the Academy and one in which we look forward to embracing your child within.

What do our parents say about us?

"To hear my daughter talk with confidence and excitement about school is more than I hoped for."

"A big thank you. I wish that Josh had joined the Academy earlier in the year."

What do OfSTED say about us?

The school’s system to promote excellent behaviour and attitudes to learning is highly effective. Pupils work hard and treat each other and adults with respect. They are proud to belong to the school and have high aspirations for their future

Behaviour of pupils is outstanding

Pupils are adamant that discrimination has no place in the school

Positive relationships and mutual respect feature strongly in the school

Pupils feel safe in the school and have an acute awareness of issues that may pose a risk to their safety. If they have a problem, they have trust in staff to help them resolve the issues

The Academy received a full OfSTED inspection in February 2017 and was awarded “Good” overall and “Outstanding” for Personal Development, Behaviour and Welfare.

The following points form a summary of the Admissions Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school’s website or contact the school directly.

If the Academy is oversubscribed, which means we have more applications than places, after the admission of children with an Education, Health, and Care Plan, where the Academy is named, priority for admission will be given to those children who meet the criteria in the order set out below:

1. Looked after children or children who were previously looked after by a local authority or those who have been in state care outside of England and ceased to be so because of being adopted.
2. Children who have exceptional social or medical need, supported by a written recommendation from the child’s paediatrician/ consultant or a professional from Children’s Services.
3. Children of staff who have been in post at the Featherstone Academy for at least 2 years, or to staff recently appointed to a post for which there is a demonstrable skill shortage.
4. Children whose siblings live at the same address, currently attend the Academy, and will continue to do so on the date of admission.
5. Children residing in the Featherstone Academy catchment area who reside nearest to the Academy based on the distance from the home address to the Academy.
6. All other children residing outside of the Featherstone Academy Catchment Area who reside nearest the Academy from the home address to the Academy.

Appendix 1

Horbury Academy

Wakefield Road, Horbury, Wakefield WF4 5HE

https://horbury.accordmat.org

Tel: 01924 282740

Fax: 01924 282759

Headteacher:	**Mrs N Walker**
Age:	11-16
Type:	Academy
Number on Roll:	1137
Annual Admission Number:	210

Inspected in 2021, Ofsted judged that we had sustained Good and made the following comments:
"Leaders have high expectations of pupils at Horbury Academy.
The curriculum is ambitious for all and builds pupils' confidence.
In most subjects, the curriculum is carefully delivered to help pupils remember what they have learned.
Teachers skilfully build pupils' knowledge over time.
There is a culture that every pupil will succeed.
There is little disruption to learning.
Pupils behave well in lessons. There is a safe, calm and orderly environment that supports learning.
Behaviour has improved.
Pupils know that their voice is heard by leaders.
There is a strong culture of safeguarding. Staff, including leaders, are well trained. They know what to do if they have concerns about a child.
Staff are overwhelmingly positive about the support they have from leaders. They are proud to work at the school."

What's special about Horbury Academy?

• Our students are welcoming, supportive young people. They take an active interest in the world around them. They are confident and creative.
• Our state of the art facilities allow us to physically practice what we preach.
• Close links with our Pyramid Primary schools/academies and a structured induction programme for our year 7 students that ensures transition into secondary education is a positive experience for students and parents.
• A Student Support Service that ensures professional support, care and guidance for all students.
• Our Consequences Behaviour System that seeks to reward learners of all abilities and swiftly deal with any disruption.
• A focus on Student Voice because we recognise and value contributions made by the whole academy community.
• A highly personalised curriculum that allows students to blend the vocational and academic pathways, progress at their own speed and open doors into further education and the world of work.
• Partnerships with other secondary schools, universities and employers to enrich the life chances for all our young people.

As a part of the Accord Multi Academy Trust, we are able to enhance both our practice and knowledge of learning across primary and secondary education, whilst also providing access for students and staff to an even better range of opportunities in order to achieve excellence.

We are an innovative academy with excellent facilities and outstanding staff, providing a wide range of activities and experiences, inside and outside of the classroom.

Appendix 1

The following points form a summary of the Admissions Policy for entry to Year 7 in September 2024; for a copy of the completepolicy please visit the school's website or contact the school directly.

If there are more applications for admission to a school than there are places available, preference will be given in the following order **(figures in brackets show the number of places offered for the year commencing September 2023; see Appendix 2 for further information)**:

1(a) Looked after Children and all previously Looked after Children **(1)**;
This refers to children who are:
• Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
• Children who are accommodated by the Local Authority on a voluntary basis under Section 20 of the Children Act 1989; and
• Children who have been adopted from Local Authority care, children who are subject to a Child Arrangements Order and those with special guardianship immediately following being Looked After will all be included within the higher priority for Looked after Children.
• 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 (see section 23ZZA (8) of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017).

1(b) Children who attend a school/academy in the Horbury Academy Pyramid meeting the following criteria:

(i) Children who live in Horbury Academy's catchment area, who have brothers and sisters attending Horbury Academy at the time of admission **(44)**;
(ii) Other children who live in the Horbury Academy catchment area **(92)**;
(iii) Children who have brothers or sisters in attendance at Horbury Academy **(5)**;
(iv) Other children, with priority being given to those living nearest to Horbury Academy **(22)**;

(c) Children who live in Horbury Academy's catchment area, who have brothers and sisters attending Horbury Academy at the time of admission **(3)**;

(d) Other children who live in the Horbury Academy catchment area **(15)**;

(e) Children who have brothers or sisters in attendance at Horbury Academy **(19)**;

(f) Other children, with priority being given to those living nearest to Horbury Academy **(0)**.

Kettlethorpe High School

Standbridge Lane, Sandal, Wakefield WF2 7EL
www.kettlethorpehigh.co.uk
Tel: 01924 251605

Headteacher:	**Mr T Griffiths**
Age:	11-16
Type:	Community
Number on Roll:	1687
Annual Admission Number:	360

As a school, Kettlethorpe High School continues to grow and is a popular school of choice with pupils from the Wakefield, Barnsley and Kirklees areas.

The outcomes and achievements of our pupils are amongst the very best and our English Baccalaureate entries/ results are the best across the Wakefield district. We also encourage all our pupils to get actively involved in the life of the school and to be the very best in all they do. As such, the wider life opportunities experienced by our pupils are second to none. This is something we are really proud of.

In order to support our growing school population we have seen considerable investment from Wakefield Council and over the lockdown 2020 we saw the start of some new building work that has created a number of additional classrooms, a dance studio and a new fitness workshop. This will allow the school to further support pupils with a first class learning experience.

The school has, on site, large areas for grass sport pitches as well as a state of the art 3G floodlit pitch facility that really has enhanced our sporting offer. This facility was completely paid for from the school's own finances.

As a school, we really value the performing arts and music and would encourage all our pupils to get involved in music lessons, choirs, bands and performances. These areas contribute to a wider and richer extra-curricular offer and are valued alongside 'traditional' curriculum subjects.

The school does a lot to support local, national and international charities and recognises that, as a school, we have a responsibility to prepare young people for a dynamic and ever-changing society. In order to further support this, our Year 10 pupils will undertake a two-week period of work experience. We are only one of two schools in Wakefield that still offer work experience to our Key Stage 4 pupils.

Transition from primary school is done very well and we have considerable experience in supporting pupils and families with the move to high school. The school holds an Open Evening where our current pupils host families and give them a flavour of what being a secondary pupil at Kettlethorpe High School is all about. For Year 7 entry to the school in September 2024, the Open Evening will be held on Thursday 5 October 2023.

As a school community, we firmly believe that parents/carers should be able to see the school in session during a normal day. If you would like to take us up on this invitation, then do please contact the school directly.

Appendix 1

For every family a primary concern for choosing their child's high school will centre around pupils enjoying school and feeling safe as they go about their education. This really matters to us as a school community and the school has a very clearly communicated code of conduct that reinforces the school's core values and ethos.

For those pupils who work hard and attend well there are celebration events and annual rewards trips with over 1200 pupils involved each year. For those who upset others and choose not to behave as expected there are graduated responses which can lead to permanent exclusion for repeated defiance and/or involvement in incidents that place members of our community at risk.

To conclude, Kettlethorpe High School is a great place to be and is somewhat unique in being the only maintained high school in the district. As a result, the school has seen significant resourcing to support our facilities and teaching areas.

For further information, do please contact the school. Alternatively, visit our website at www.kettlethorpehigh.co.uk, or follow us on Twitter: @ketthighschool

We look forward to showing you our school.

Appendix 1

The King's School

Specialising in Maths and Computing

Mill Hill Lane, Pontefract WF8 4JF
www.kings.patrust.org.uk
Tel: 01977 601701

Headteacher:	**Mr D Pinto**
Age:	11-16
Type:	Academy
Number on Roll:	1050
Annual Admission Number:	210

We never underestimate the importance of making the right decision when choosing a school for your child. The King's School is part of the Pontefract Academies Trust and, under new strong leadership, we are on a continued journey towards excellence that will be achieved through a consistent culture that supports all our students to achieve their full potential and be the best they can be.

Our school strongly believes in, and relentlessly promotes, excellence in everyone. Each student in our community will be supported and challenged to be successful, work hard, aim high and achieve excellence.

Our highly qualified, dedicated staff and governors work tirelessly to provide the very best teaching and learning experience for each student. We are a fully comprehensive, inclusive school committed to providing equal access to a wide range of opportunities and creating a climate for learning in which every student is able to achieve his or her best.

High expectations for, and of, our students are set within a caring and supportive framework with high standards of achievement and behaviour. Individuals in our diverse community respect and value each other. Teaching and Learning is our core purpose.

What did Ofsted say about us in our last inspection in June 2017 when we were judged as a Good school?

➢Leaders at all levels have high expectations. They have been successful in improving the quality of teaching since the last inspection.
➢Pupils currently in the school make good progress overall.
➢Leaders and teachers promote good behaviour consistently well. Pupils respond very positively to the school's expectations. They are polite and show good attitudes to their learning.
➢Pupils are self-confident and are eager to be fully involved in lessons. Teachers provide many opportunities for pupils to develop their independent learning skills.
➢Pupils feel safe. Bullying is rare and dealt with effectively. Pupils work well together and show a high level of respect for diversity.

Appendix 1

Our curriculum is broad, balanced and designed to meet the individual needs of all of our students, equipping them with the skills needed for the 21st century. Our student-focused curriculum provides access to an exciting range of academic, vocational and extra-curricular activities. We are actively involved with the British Council to deliver an international programme of staff/student exchanges. We have a successful Creative Arts Team offering exciting opportunities in Art, Music, Drama and Dance and our success in a variety of Sports takes some beating, with student representation at local, national and international levels.

We have maintained the "Investors in Careers" kitemark for several years - our students are very successful in their progression pathways Post 16, moving onto Further Education, Training and Apprenticeships and Higher Education with significant success. Our most able students have gained places at the top universities, including Oxbridge, after inspirational visits as part of our "Raising Aspirations" programme

Significant academic progress complements a superb extra-curricular programme, providing many exciting opportunities beyond the classroom. Our success is highly dependent on well-established, effective partnerships and strong relationships between students, staff, and the wider communities – local, national and international.

If you entrust us with the important job of educating your child they will form part of a thriving, highly successful learning community of around 1,000 students. They will have access to many opportunities beyond the curriculum including educational visits, Enterprise and Work-Related learning competitions, sporting activities, Student Council to name but a few.

Should you decide to send your child to us we have a strong transition programme supported by Year Achievement Leaders and Form Tutor. A strong commitment is placed on each student's introduction and welcome to The King's School. We work very closely alongside our partner primary schools. Personal contacts include staff visits and detailed discussions throughout the pre-transfer year, ensuring the exchange of detailed information about every child. Parents/Carers are invited and encouraged to visit school and take a tour.

In July, the students meet their new tutors and teachers and experience 'taster' lessons. Families and friends are also invited to attend a supportive and informative Intake Evening.

Support by older students is nurtured and consolidated via the school 'buddy' initiative. Once the students have started, parents/carers are invited to the school to discuss the early progress of their child and primary school staff liaise with the school to help ensure that the transition from primary to secondary school is smooth and successful.

We hope to see you at our Open Evening that takes place in October 2023, please see our website for further details.

Appendix 1

Minsthorpe Community College

Minsthorpe Lane, South Elmsall
Pontefract WF9 2UJ
www.minsthorpe.cc

Tel: 01977 657600

Joint Principals:	**Mr M Gilmore and Mrs R Merritt**
Age:	11-18
Type:	Academy
Number on Roll:	1554
Annual Admission Number:	300

Minsthorpe is a large, vibrant and inclusive community college with a student body of over 1500 students ranging from 11 to 19 years. We have six primary schools in our pyramid and are pleased to welcome children from neighbouring areas.

We have a highly skilled team of teachers and support staff that always act in the best interest of the students. We offer excellent facilities for learning and teaching with dedicated blocks for each subject area as well as community dimensions, including a sports and fitness centre and a children's centre. Students enjoy a range of extra-curricular and enrichment opportunities which complement their learning.

Minsthorpe Community College secures great GCSE and Post 16 results year on year allowing students to progress into higher education and employment.

Our Vision
Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through motivation, commitment and care.

Our Mission
Students
At Minsthorpe, we motivate students through an engaging curriculum which promotes lifelong learning. We provide exciting educational opportunities and an ethos of care, guidance and support for all. We know that students learn best in a safe, calm and orderly environment and our rewards and sanctions support this. We expect that students are committed to their own learning and progress and to achieving their future aspirations.

Staff
At Minsthorpe, we invest in the recruitment, development and retention of caring professionals who are committed to constantly reviewing and improving the quality of learning, teaching and support. We expect that staff are motivated to work collaboratively in setting high expectations for all students with a relentless focus on student learning and progress.

Parents and Carers
At Minsthorpe, we value the contribution our caring parent body makes to their child's education, as we work together to motivate and support each student in reaching their full potential. We want parents and carers to work with us in ensuring their child is safe and happy. We expect the full commitment of parents and carers in ensuring their child attends regularly and on time; completes home learning; wears the correct uniform; is fully equipped and ready to learn and behave the Minsthorpe Way.

Appendix 1

Governors

At Minsthorpe, the Governing Body is committed to challenging the College Leadership to secure the highest standards of education for the students of our community. It oversees the financial performance of the College, ensuring that budgets are well spent. Governors expect that all stakeholders work together in the best interests of the students to motivate and care for each other and are themselves motivated to care for all stakeholders.

Our Curriculum

At Minsthorpe Community College our core values of Motivation, Commitment and Care are at the heart of everything we do. Our curriculum intent is to raise the achievements and aspirations of all learners through the delivery of a highly personalised, broad, ambitious and inclusive curriculum that:

- Deepens students' understanding and develops their knowledge and skills in all subject areas
- Ensures students are literate and numerate
- Enriches students' learning experiences
- Builds students' character
- Empowers students to realise their education and employment potential beyond Minsthorpe Community College

Teachers and Student Support colleagues at Minsthorpe Community College (MCC) strive to plan and deliver lessons to a consistently high standard rooted in fundamental Core Principles of effective pedagogy. We insist on excellent standards of behaviour for learning from all students and it is our daily goal to inspire students to learn & think critically, challenge & support them to achieve and make progress and equip them with the necessary skills to be lifelong learners and effective members of society.

Our Post 16

At Minsthorpe Post 16 we offer courses that are suitable for all everyone. The curriculum has been designed to offer students of all abilities and all interests an opportunity to gain the qualifications they need.

Along with the curriculum, students get fantastic experiences during Enrichment time, from high quality external speakers to trips and team building activities. There is also the chance to represent the college as part of the Football Academy and the Post 16 Student Leadership Team.

Ofsted's 2018 report said:

"Leaders are relentless in checking the quality of teaching, learning and assessment and hold staff to account for pupils' progress".

"Leaders, at all levels, have ensured that assessments are accurate and reliable, including through their work with other schools and local educational partnerships".

"Pupils were found to have positive attitudes to learning in their lessons, showing respect towards teachers and their peers. Pupils spoke positively about their experience at the College and reported that pupils show respect and tolerance towards each other. Leaders have worked hard to ensure that pupils maintain a culture of good behaviour around the College".

"Pupils are generally enthusiastic about their learning and are positive about their experiences at the College. Pupils say that bullying is rare and, if it does occur, school leaders deal with it quickly and effectively".

"Many parents and carers responded to Ofsted's survey, Parent View. Their responses were overwhelmingly positive and they reported that, in their view the quality of pastoral support and care for pupils was of a very high standard".

Appendix 1

Ossett Academy and Sixth Form College

A Specialist Technology and Sports College

Storrs Hill Road, Ossett WF5 0DG

https://ossett.accordmat.org

Tel: 01924 232820

Principal:	**Mrs S Broome**
Age:	11-18
Type:	Academy
Number on Roll:	1535
Annual Admission Number:	310

Ossett Academy and Sixth Form College is an 11-18 Specialist Technology and Sports College. The academy moved to its present site in 1906. The academy has excellent facilities, including a sports hall and swimming pool, 3G floodlit sports surface, many specialist ICT rooms, two libraries and a purpose-built Sixth Form building.

Standards at GCSE and Advanced courses are rising and we are set to become one of the highest performing academies in the region.

Students' behaviour is exemplary in lessons and around the school.

One of our key aims is to offer a safe and caring environment that creates responsible young people with a wide range of skills for life. We try to do this by making education enjoyable and really do make every effort to enable young people to realise their dreams. We foster a safe environment by insisting on the highest standards of discipline and high standards of dress. Our academy promotes an atmosphere that is based on mutual respect and trust. Visitors to the academy almost always comment on the calm and friendly atmosphere that we have.

Our school has a strong reputation for extra curricular work. Sports teams regularly win trophies and participation rates are high. Standards achieved in Performing Arts are exceptional.

During their time at Ossett, students follow the National Curriculum but have various pathways from Year 9 onwards. Some of these pathways have a more practical emphasis, some a more academic emphasis. The academy has students progressing at slightly different rates in order to personalise learning.

Ossett Academy is also part of the Education Ossett Community Trust. This is an open Trust of nine schools including infant, primary and secondary special school in the town. We also work very closely with other schools in Wakefield and wider region.

The opinion of our students is highly valued and our student council is a very important part of Ossett Academy.

Please contact Ossett Academy if you would like to find out more about us.

Appendix 1

Admissions to Ossett Academy

If there are more applications for admission to Ossett Academy than there are places available, preference will be given in the following order **(figures in brackets show the number of places offered for the year commencing September 2023; see Appendix 2 for further information)**:

1(a) Looked after Children and all previously Looked after Children and Children who appear (to the admissions authority) to have been in state care outside of England and ceased to be in care as a result of being adopted **(1)**.
This refers to children who are:
- Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
- Children who are accommodated by the Local Authority on a voluntary basis under Section 20 of the Children Act 1989; and
- Children who have been adopted from Local Authority care, children who are subject to a Child Arrangements Order and those with special guardianship immediately following being Looked After;

(b) Children who already attend a school in Education Ossett Community Trust meeting the following criteria:
(i) Children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission **(59)**;
(ii) Other children who live in the school's catchment area **(139)**;
(iii) Children who have brothers or sisters in attendance at the school **(16)**;
(iv) Other children, with priority being given to those living nearest to the school **(26)**.

(c) Children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission **(4)**;

(d) Other children who live in the school's catchment area **(8)**;

(e) Children who have brothers or sisters in attendance at the school **(6)**;

(f) Other children, with priority being given to those living nearest to the school **(21)**.

A copy of the full Admissions Policy can be obtained from the school.

Appendix 1

Outwood Academy City Fields

Warmfield View, Wakefield WF1 4SF
www.cityfields.outwood.com
Tel: 01924 298752

Principal:	Michelle Colledge-Smith
Age:	11-16
Type:	Academy
Number on Roll:	807
Annual Admission Number:	210

Outwood Academy City Fields is based in the heart of Eastmoor. The Academy is a successful mixed 11-16 school situated close to the city centre. It is popular and has a national reputation for achieving high standards. The school converted on 1 July 2018. Wakefield City Academy as it was had been awarded Outstanding Ofsted in March 2013 and was judged grade 1 in all of the five categories.

Ofsted 2013 described us in the following ways:

"Very high expectations of both academic achievement and behaviour, from all staff, have led to a culture of achievement from all."

"The progress the students make between Year 7 and 11 is exceptional."

"Behaviour in lessons and around the school is excellent. Students have a sense of belonging to the Wakefield City Academy 'family'."

"The school is a very safe and ordered community in which the students feel cared for and safe."

The Academy is now part of the Outwood Grange Academies Trust (OGAT, a multi-academy sponsor; the Family of Schools currently comprises of thirty schools who work together to ensure that all children irrespective of their starting point receive an excellent education. We relish the opportunity to be part of the much needed regeneration of all areas we work in and wish to play a full role in the wider community.

If you would like further information or to visit the Academy, please contact the Academy office and we will be delighted to make the necessary arrangements.

Appendix 1

The following points form a summary of the Admissions Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

If there are more applications for admission to a school than there are places available, preference will be given in the following order:

(a)(i) Looked after Children and all previously Looked after Children, including Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted;
This refers to children who are:

- Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
- Children who are accommodated by the Local Authority on a voluntary basis under Section 20 of the Children Act 1989;
- Children who have been adopted from Local Authority care, children who are subject to a Child Arrangements Order and those with special guardianship immediately following being Looked After will all be included within the higher priority for Looked after Children;
- 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 (see section 23ZZA(8) of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017).

(b) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission;

(c) Other children who live in the school's catchment area;

(d) Children who have brothers or sisters in attendance at the school;

(e) Other children, with priority being given to those living nearest to the school.

Appendix 1

Outwood Academy Freeston

Favell Avenue, Normanton WF6 1HZ

www.freeston.outwood.com

Tel: 01924 302560

Principal:	**Mrs L Allott**
Age:	11-16
Type:	Academy
Number on Roll:	973
Annual Admission Number:	210

Outwood Academy Freeston is a member of the Outwood Grange Academy Trust (OGAT) working in partnership to raise standards of academic achievement. We are a family of inclusive academies in the heart of our communities where all children are cared for and where standards are raised and lives transformed. The Trust is recognised as one of the highest performing Multi Academy Trusts in the country. As a Trust and as an Academy we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education and we relish the opportunity to be part of the much needed regeneration of the areas we work in. We are serious about the part we have to play in regenerating the areas we serve by placing an outstanding school at the heart of the community.

To do this, we ensure that:

• students are always at the forefront of what we do, so we can help them to reach their potential
• that all our staff strive to be experts in our respective fields
• together, as a trust, we are obsessive about attaining the highest standards, thereby enhancing children's life-chances.

Quite simply, we want to be known for placing: **Students first; raising standards and transforming lives.**

We believe that great schools are formed from:
• An inclusive, broad and balanced curriculum;
• High quality teaching and learning;
• Positive behaviours which promote engagement; and
• Great pastoral support; which, when combined...
• ... create a great culture where we raise standards and transform lives.

Since the academy joined the Trust the outcomes for young people have vastly improved. Year on year we are making ongoing progress and are confident further improvements will be made ensuring our students leave with outstanding results and future life chances.

We have a large number of 'Quality Marks' which are testament to our policies of continuous improvement. These awards include The Inclusion Quality Mark and Inclusion Centre of Excellence, Mental Health Award (silver) and the Wakefield Healthy Charter Mark.
To learn more about transition to our academy please read our dedicated transition site:
https://transition.freeston.outwood.com/home

To see our wonderful academy please contact us to arrange a visit.

Appendix 1

The following points form a summary of the Admission Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

If there are more applications for admission to a school than there are places available, preference will be given in the following order:

(a)(i) Looked after Children and all previously Looked after Children; including Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted;
This refers to children who are:
● Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
● Children who are accommodated by the Local Authority on a voluntary basis under Section 20 of the Children Act 1989;
● Children who have been adopted from Local Authority care, children who are subject to a Child Arrangements Order and those with special guardianship immediately following being Looked After will all be included within the higher priority for Looked after Children;
● 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 (see section 23ZZA(8) of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017).

(b) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission;

(c) Other children who live in the school's catchment area;

(d) Children who have brothers or sisters in attendance at the school;

(e) Other children, with priority being given to those living nearest to the school.

Appendix 1

Outwood Academy Hemsworth

Wakefield Road, Hemsworth, Pontefract WF9 4AB
www.hemsworth.outwood.com

Tel: 01977 624220

Head of School:	**Suzie Day**
Age:	11-19
Type:	Academy
Number on Roll:	1019
Annual Admission Number:	240

As part of a high-performing multi-academy trust we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education and we relish the opportunity to be part of the much needed regeneration of the areas we work in. We are serious about the part we have to play in regenerating the areas we serve by placing an outstanding school at the heart of the community.

To do this, we ensure that:

• students are always at the forefront of what we do, so we can help them to reach their potential
• that all our staff strive to be experts in our respective fields
• together, as a trust, we are obsessive about attaining the highest standards, thereby enhancing children's life-chances.

Quite simply, we want to be known for placing:

Students first; raising standards and transforming lives.

Outwood Academy Hemsworth is a bustling community serving a former mining area. The catchment area includes a number of smaller villages. We aim to raise the achievement of all by developing:
• Successful learners who enjoy learning, make progress and achieve
• Responsible citizens who make positive contributions to society
• Confident individuals who are able to lead safe, healthy and fulfilling lives.

We are a member of the Outwood Grange Academy Trust (OGAT) working in partnership to raise standards of academic achievement. The Trust is recognised as one of the highest performing Multi Academy Trusts in the country. This year we are predicting to achieve record results and are confident further improvements will be made ensuring our students leave with outstanding results and future life chances.

We have a large number of 'Quality Marks' which are testament to our policies of continuous improvement. These awards include Investors in People, Investors in Pupils, and International Schools. We hold Arts Mark Gold, an award which has been bestowed on the academy 5 times. The standard of Performing Arts is excellent as evidenced by our students performing at the National Theatre in London this academic year in a national competition. The school acknowledges the importance of good mental health for students and staff and was recently awarded the Carnegie Gold award for mental health.

Appendix 1

The academy is investing approximately £10 million to build a state of the art new building, including Performing Art spaces, music and purpose built Art classrooms. This will be opened in September 2021.

To meet the needs of the vocational courses we offer, we have an up to date Technology block, including a Construction and Hairdressing Salon and 'The Hub', which is a state of the art ICT facility and social area. Further provision for vocational courses is at The Wakefield South East Training and Enterprise Centre (WSETEC) which has high quality facilities for Beauty Therapy, Hairdressing, Construction, Catering and ICT.

The Academy provides a broad and balanced curriculum that caters for students' interests and aptitudes. In Key Stage 3, all students study English, Maths, Science, Technology, Computing, Modern Languages, History, Geography, RE, Art, Music, Drama and PE. In Key Stage 4, students have a choice of different curriculum pathways. All pathways include core studies, comprising English, Maths, Science and PE with a wide range of GCSEs and Vocational Qualifications. We have a large and thriving Sixth Form, offering over 30 courses at 'A' Level/vocational (Level 3). In our recent Ofsted Inspection in May 2017 provision for Post-16 was judged to be GOOD.

Please contact the school if you would like a tour of the academy or any further information.

The following points form a summary of the Admission Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

If there are more applications for admission to a school than there are places available, preference will be given in the following order:
(a)(i) Looked after Children and all previously Looked after Children; including Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted;
This refers to children who are:

- Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
- Children who are accommodated by the Local Authority on a voluntary basis under Section 20 of the Children Act 1989;
- Children who have been adopted from Local Authority care, children who are subject to a Child Arrangements Order and those with special guardianship immediately following being Looked After will all be included within the higher priority for Looked after Children;
- 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 (see section 23ZZA(8) of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017)

(b) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission;

(c) Other children who live in the school's catchment area;

(d) Children who have brothers or sisters in attendance at the school;

(e) Other children, with priority being given to those living nearest to the school.

Outwood Grange Academy

Potovens Lane, Outwood, Wakefield WF1 2PF
www.grange.outwood.com
Tel: 01924 204350

Chief Executive:	**Sir Martyn Oliver**
Principal:	Mr Andrew Downing
Age:	11-19
Type:	Academy
Number on roll (11-16):	2034 (including Post 16)
Annual Admission number:	360

Outwood Grange Academy opened in September 2009 as an Academy of Excellence, sponsored by the Outwood Grange Academies Trust.

The vision of the Trust is Students First:

- put 'students first': we care deeply about children;
- strive to be experts in our respective fields; and
- are obsessive about attaining the highest standards; thereby enhancing children's life-chances.

As a multi-academy trust we want to be known for placing …

"Students first: raising standards and transforming lives"

We know we do this more successfully as a family of schools, as One Outwood, united in the single aim of placing children and young people first; raising standards and transforming lives.

The Academy received a full Ofsted inspection in February 2012 and was awarded "Outstanding" in all categories.

We firmly believe all children are entitled to an exceptional educational experience that allows them to reach their full potential, regardless of their start point. It is therefore an intention that the experiences we provide to our students drive our Trust vision of Students First: raising standards and transforming lives.

Our academy has developed and ensures a curriculum experience which follows the journey of a child through our school. Our curriculum provision is divided into 4 threads:

- Intrinsic Curriculum - which builds our inclusive, caring culture and ethos;
- Enhancement Curriculum - which fosters personal development and social understanding;
- Academic Curriculum - which sequences knowledge, understanding and skills to aid learning;
- Elective Curriculum - which offers enriching opportunities and experiences for all.

Together, these elements provide not just a broad and balanced academic experience but also a wealth of treasured and enriching experiences for all the children and young people we educate.

Appendix 1

Our 'Praising Stars©' system rigorously monitors each student and provides accurate progress information for parents and carers six times a year. This continual monitoring allows us to identify where we need to intervene quickly to support students, if required, in order to get them back on track. All intervention strategies are designed to have real impact on the attainment of students. It also gives us an opportunity to recognise and celebrate achievement.

A dedicated team of Inclusion and Support play a vital role in the monitoring of the students in all year groups as well as looking after their general welfare. There is a dedicated Learning Manager as the first point of contact for any parent or carer who has any concerns about their child, along with the personal tutor. Year Tutor Groups are embedded across the Academy and meet for a 20 minute session at the start of each day which is structured and purposeful, incorporating a full programme of personal development. These are crucial in giving our students high quality individual advice and guidance enabling them to make valid and coherent choices, work as part of a unit and develop life skills.

We have a thriving, all inclusive Post 16 Centre which achieves superb results and offers many opportunities for both academic and extra-curricular experiences. Students are challenged to do well and supported by an experienced team of staff. We offer a broad curriculum experience and our students benefit from first class teaching. The majority of our Post 16 students progress to university, or we prepare them well for the world of work.

Life at Outwood Grange Academy extends well beyond the classroom. There is a wealth of cultural, sporting and other challenges for students who wish to take part in activities at the end of the day. This includes an opportunity to attend an Outward Bound residential and an international experience.

The following points form a summary of the Admission Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

If there are more applications for admission to a school than there are places available, preference will be given in the following order:

(a)(i) Looked after Children and all previously Looked after Children; including Children who appear (to the admission authority) to have been in state care outside of England and ceased to be in care as a result of being adopted; This refers to children who are:

- Subject to a care order made by the courts under section 31 of the Children Act 1989 – for the courts to grant a care order they have to be satisfied that a child is suffering or would suffer 'significant harm' without one;
- Children who are accommodated by the Local Authority on a voluntary basis under Section 20 of the Children Act 1989;
- Children who have been adopted from Local Authority care, children who are subject to a Child Arrangements Order and those with special guardianship immediately following being Looked After will all be included within the higher priority for Looked after Children;
- 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 (see section 23ZZA(8) of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017).

(b) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission;

(c) Other children who live in the school's catchment area;

(d) Children who have brothers or sisters in attendance at the school;

(e) Other children, with priority being given to those living nearest to the school.

Appendix 1

St.Thomas à Becket Catholic Secondary School

Barnsley Road, Sandal, Wakefield WF2 6EQ

www.st-thomasabecket.bkcat.co.uk

Tel: 01924 303545

Headteacher:	**Dr Patrick Caldwell**
Age:	11-16
Type:	Voluntary Academy
Number on Roll:	752
Annual Admission Number:	150

St. Thomas a Becket Catholic Secondary School is a Voluntary Academy and is part of the Bishop Konstant Catholic Trust in the Diocese of Leeds.

The school is situated in the Sandal area of Wakefield but our catchment area covers the Catholic Parishes of Wakefield City and Ossett together with the Catholic Parish in Rothwell, Leeds. Our size enables us to offer the fullest range of courses and learning opportunities possible, whilst being small enough to provide the individual pastoral care, which is so much a part of our ethos.

Our academic results are consistently among the best in Wakefield, and a very high percentage of our pupils go on to Further Education. We have a highly motivated, experienced and committed staff.

As a Catholic school, there is a strong emphasis on RE, Liturgy and Worship in which all children participate. The school makes explicit its commitment to the pastoral care of all members of its community and the full development of each individual in a living, celebrating community, with a sense of their own value and worth, based on the example of Jesus Christ enhancing our belief that 'the Glory of God is a human being fully alive'.

At Becket's, students are 'fully alive' by following a broad, balanced curriculum throughout the college as well as experiencing the fullest range of extra-curricular activities. We feel that the best way to develop human potential is to encourage the pursuit of individual excellence within the context of personal faith development and fostering confidence and a positive attitude to encourage each pupil in taking responsibility for contributing positively within the community as well as the local and global communities.

The success of these values enabled Ofsted to state " The college has many good features. In particular, it makes a very strong contribution to the social, moral, spiritual, and cultural development of the students, which parents and carers, justifiably, value particularly, and this is seen most clearly in the harmonious relationships between the different groups of students represented at the college.'

Message from the Principal, Cathy Baxendale:

The vision we have for Catholic education offers young people the chance to be fully human and fully alive to the possibilities of living a fulfilled life through realising the Glory of God in everything they do.

Our school aims to do this by insisting upon excellence from all members of our community and the search for and development of Faith. By becoming an Academy, and as part of a wider family of Catholic schools, we now have greater resources and freedom to support this.

We are very proud of our excellent reputation, which is built on outstanding exam results consistently above local and national averages

Appendix 1

The size of the school as well as the way we structure learning allows us to know each child as an individual, enabling them to realise their God-given potential.

We place significant value on preparing our students for a rapidly changing world. They are our future; we must equip them with the all round skills and values to contribute to that world. The teaching of the Catholic Church provides the basis for this preparation.

The pages in our prospectus, available on our website and from the school, will tell you more about our school and the unique way we aim to offer a distinctive Catholic educational experience. I hope you find it both informative and interesting and that it helps you to make the right choice for your child's future.

Catholic schools are unique and distinctive. Becket's is, I believe, unique and distinctive amongst other Catholic schools but, of course, the best way to find out what we're really like is to visit us.

The following points form a summary of the Admissions Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

St Thomas a Becket Catholic Secondary School was founded by the Catholic Church to provide education for children of Catholic families. The school is run by its governing body as part of the Catholic Church in accordance with its Trust Deed and instrument of government, and seeks at all times to be a witness to Jesus Christ.

If the number of preferences received is less than the admission number then all preferences will be met. However, when there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below. By applying to this school parents, or carers, are declaring their support for the aims and ethos of the school.

The Bishop Konstant Catholic Academy Trust is the admissions authority and has responsibility for admissions to the school and intends to admit 150 pupils to Year 7 in the school year which begins in September 2024.

Oversubscription Criteria

At any time where there are more applications for places than the number of places available, places will be offered in the following order of priority **(figures in brackets show the number of places offered for the year commencing September 2023; see Appendix 2 for further information)**:

1. Catholic looked after Children and previously looked after Catholic children or looked after/previously looked after children from catholic families **(0)**.
2. Baptised Catholic children with a sibling who attends St Thomas a Becket Catholic Secondary School **(14)**.
3. Baptised Catholic children who live in the primary school defined areas of St. Austin's, (inc parish of St Peter & Paul), English Martyrs, St Ignatius, Rothwell St Mary's and go to the Catholic primary schools serving those areas **(20)**.
4. Baptised Catholic children who live in the above named defined areas **(9)**.
5. Baptised Catholic children who currently attend one of the Catholic primary schools serving these areas but do not live in the defined area **(0)**.
6. Other Baptised Catholic children **(3)**.
7. Other looked after and previously looked after children with a sibling who attends St Thomas a Becket **(0)**.
8. Other looked after and previously looked after children **(1)**.
9. Members of an Eastern Christian Church **(1)**.

Continued on next page

Appendix 1

10. Other children with a sibling who attends St Thomas à Becket **(33)**.
11. Other children who currently attend one of the Catholic primary schools serving the areas of St Austins in Wakefield, English Martyrs in Wakefield, St Ignatius at Ossett and Rothwell St Mary's **(24).**
12. Children of other Christian denominations whose membership is evidenced by a minister of religion or other religious leader **(3)**.
13. Other children **(33)**.

Tie Break - where the offer of places to all the applicants in any of the categories listed above would still lead to oversubscription, the available places will be offered to those living nearest to the school. 'Straight line distance' will be used as the measure.

To apply for a place at this school in the normal admission round (year 7) a standard application form, known as the Common Preference Form must be completed online and returned to the Local Authority by 20 November 2023. Failure to complete an online Common Preference Form would mean that the application is not valid.

If parents feel that they should be in a specific category i.e. Baptised Catholic, they should complete a Supplementary Information Form and provide the required evidence. Therefore, failure to provide a Supplementary Information Form (SIF) could affect the category your application is placed in. Please note that it is the responsibility of the parent/carer to complete all forms and supply evidence – reminders will not be sent.

Parents or carers will be advised of the outcome of their applications on 1 March 2024. Unsuccessful applicants will be given reasons related to the over-subscription criteria listed above and advised of their right of appeal to an independent appeal panel.

Appendix 1

Appendix 1

St Wilfrid's Catholic High School and Sixth Form College:
A Voluntary Academy

Cutsyke Road, North Featherstone,
Pontefract WF7 6BD

www.st-wilfrids.bkcat.co.uk

Tel: 01977 691000

Headteacher:	**Mr Philip Dore**
Age:	11-18
Type:	Voluntary Academy
Number on Roll:	1538
Annual Admission Number:	280 (+4 to the Communication and Interaction Resource)

St. Wilfrid's Catholic High School and Sixth Form College is a highly successful school. Our students make outstanding progress and are well supported in a caring Christian environment. Visitors to the school frequently comment on the special atmosphere, made visible in our pupils, who behave with respect and tolerance to all members of the community. We welcome applications from Catholic and non-Catholic boys and girls and draw from a very wide catchment area. We are a fully comprehensive school with a strong reputation for supporting all children from the less able to the most able to achieve to their full potential. We are proud member of the BKCAT Trust where expertise and facilities are shared to ensure that all our young people are provided with outstanding opportunities.

At St Wilfrid's we have high standards at the heart of all we do. We encourage our students to achieve the best they can across every area of school. A rich and broad curriculum provides high quality education and a wide range of extra-curricular activities. Our aim is for our students to be confident, caring, resilient young adults with a desire to learn and achieve the best they can, in all they do. We welcome students of any faith or of none, but our faith has a positive influence on our approach. We are building a community of young adults who recognise and appreciate the value of each other's company while growing in knowledge and faith. Students feel a sense of responsibility and care for others and are willing to give something of themselves for the happiness and the improvement of the broader community.

Our most recent Ofsted report (November 2021) describes us as a good school with a strong, focused determination to enable pupils to flourish and achieve well. Our unwavering focus on improving outcomes for pupils and ensuring that they are kept safe and safeguarded is reflected in our commitment to pupils shown in the day-to-day work. We have maintained high levels of attainment over a number of years with attainment well above national averages. This strong performance continues into our sixth form, which attracts many of our Year 11 pupils and others from a wide range of schools.

We aim to provide each young person with a broad and balanced curriculum with the aim of enabling them to make not only academic progress, but also to develop as fully rounded individuals fulfilling their unique potential. All our young people follow a core curriculum. Where necessary some students have extra support to develop their skills in literacy, English and Maths. At Key Stage 4 students are able to choose from a broad range of subjects while still studying a highly rigorous core education.

We offer something for everybody in our extracurricular programme that includes numerous clubs, sports teams, trips and other activities. Our team organise a wide range of liturgical events that students of all faiths find thought provoking and supportive. There are also many opportunities to participate in fund raising for charities.

We are proud of our strong partnerships with our neighbours; our parishes, Primary and Secondary schools, local businesses and our local community underpin our curriculum and the ethos of the school.

Appendix 1

Our primary links are important to us and reflect our desire to make the transition process, from Primary to Secondary, as smooth as possible. The work particularly with our Catholic partner schools is embedded and highly successful.
Pastoral care is especially strong. We are a truly inclusive school that helps pupils of all abilities and backgrounds become confident, caring young adults. We attribute this to the opportunities presented to students, together with the support of dedicated staff who take an interest in developing the whole child. A form teacher monitors students' academic progress and ensures that they are happy at school.

St Wilfrid's Catholic High School & Sixth-Form opened in 1963 and has a proud history. Here at St Wilfrid's, we are incredibly proud of our community, students, supportive parents, staff, governors, Trust and Diocese. All of us work together to make the School a safe and enjoyable place to learn. We have high standards at the heart of all we do; encouraging our students to achieve the best they can across every area of school. A rich and broad curriculum provides high quality education and a wide range of extra-curricular activities. We are a values driven School. Our Heart Values underpin everything we do (Hard Work, Excellence, Aspire & Achieve, Respect, Thrive). Our aim is for our students to be confident, caring, resilient young adults with a desire to learn and achieve the best they can, in all they do.

Additionally, our site boasts outstanding facilities, including a brand-new floodlit 3G pitch, a swimming pool, extensive grounds and sporting facilities, drama and dance studios, our own Chapel, excellent ICT provision and well-resourced specialised teaching areas. The recent refurbishment of our Sixth-Form area has provided modern and stylish areas to support our Sixth-Formers studies. We have also invested heavily in Sixth-Form ICT facilities.

We are part of the Bishop Konstant Catholic Academy Trust (BKCAT). Our Trust is large enough to offer meaningful and effective opportunities for collaboration and sharing expertise; whilst being personal enough that all our schools know each other. The educational and extra-curricular experiences of our students drive everything we do. Our values are visible and present in every school, forming part of the Catholic life and mission for us all.

As Trust Schools, we offer varied and enjoyable educational experiences with a commitment to academic excellence. We provide an education that is rooted in the teachings of the Catholic Church, with Christ at the centre. We offer our students leadership opportunities that develop integrity, servant leadership, morality, duty and character. All our children and staff belong to the Trust family of schools, sharing projects, expertise, facilities, opportunities and our common goals. We are proudly ambitious for all students and staff.

St Wilfrid's is a place of excellence in learning, whether that is academically, spiritually or in in extra-curricular activities. We are a principled School that believes in achieving excellence and doing so by caring for and developing everyone within it. At St Wilfrid's we are ambitious for our future. We were judged as Good by Ofsted in November 2021; we were also judged as Good by the Diocesan Section 48 Inspection in April 2017.

We are very proud of our community, all of whom benefit from the experience for the rest of their lives, being developed spiritually, morally, culturally and academically

Appendix 1

The following points form a summary of the Admission Policy for entry to Year 7 in September 2024; for a copy of the complete policy please visit the school's website or contact the school directly.

St Wilfrid's Catholic High School and Sixth Form College was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is run by its governing body as part of the Catholic Church in accordance with its Trust Deed and Articles of Association, and seeks at all times to be a witness to Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic Doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The Bishop Konstant Catholic Academy Trust is the admissions authority and has responsibility for admissions to the school and intends to admit two hundred and eighty pupils (280 pupils to Year 7 plus 4 in the Communication and Interaction Resource) in the school year, which begins in September 2024.

Oversubscription criteria - At any time where there are more applications for places than the number of places available, places will be offered in the following order of priority **(figures in brackets show the number of places offered for the year commencing September 2023; see Appendix 2 for further information)**:

1. Catholic looked after Children and previously looked after Catholic children or looked after/previously looked after children from catholic families **(0)**.
2. Baptised Catholic children with a sibling who attends St Wilfrid's **(22)**.
3. Baptised Catholic children who live in the primary school defined areas of Holy Family & St Michaels Pontefract, Sacred Heart Hemsworth, St Benedict's Garforth, St John's Normanton, St Joseph's Castleford, St Joseph's Moorthorpe and St Joseph's Pontefract; and go to the Catholic primary schools serving those areas **(45)**.
4. Baptised Catholic children who live in the above named defined areas **(10)**.
5. Baptised Catholic children who currently attend one of the Catholic primary schools serving these areas (listed in 3 above) but do not live in the defined area **(3)**.
6. Other Baptised Catholic Children **(6)**.
7. Other looked after and previously looked after children with a sibling who attends St Wilfrid's **(2)**.
8. Other looked after and previously looked after children **(2)**.
9. Members of an Eastern Christian Church **(0)**.
10. Other children with a sibling who attends St Wilfrid's **(55)**.
11. Other children who currently attend one of the Catholic primary schools serving the areas of: Holy Family & St Michaels Pontefract, Sacred Heart Hemsworth, St Benedict's Garforth, St John's Normanton, St Joseph's Castleford, St Joseph's Moorthorpe and St Joseph's Pontefract **(36)**.
12. Other children **(89)**.

Tie Break - where the offer of places to all the applicants in any of the categories listed above would still lead to over-subscription, the available places will be offered to those living nearest to the school. 'Straight line distance' will be used as the measure.

To apply for a place at this school in the normal admission round (year 7) a standard application form, known as the Common Preference Form must be completed and returned to the Local Authority School Admissions Team by 31 October 2023. Failure to provide a Common Preference Form (CPF) would mean that the application is not valid.

If parents feel that they should be in a specific category i.e. Baptised Catholic, then they are required to complete a Supplementary Information Form and provide the required evidence. The Supplementary Information Form should be submitted by 31 October 2023 to the school Headteacher, St Wilfrid's Catholic High School and Sixth Form College, a Voluntary Academy, Cutsyke Road, Featherstone, WF7 6BD Therefore, failure to provide a Supplementary Information Form (SIF) could affect the category your application is placed in. Please note that it is the responsibility of the parent/carer to complete all forms and supply evidence – reminders are not sent.

Parents or carers will be advised of the outcome of their applications on 1 March 2024 by the local authority on our behalf. Unsuccessful applicants will be given reasons related to the over-subscription criteria listed above and advised of their right of appeal to an independent appeal panel. (Details of the appeals process can be found on the schools website.)

Appendix 1

Admission to the Sixth-Form

St Wilfrid's has a popular and vibrant Sixth Form. Students make good progress and are extremely well supported in a caring, Christian environment. We welcome applications from young people of all faiths who wish to benefit from, and are able to support, our Catholic ethos.

Students consistently achieve excellent examination outcomes and the college provides a varied curriculum. Through careful guidance and support by a dedicated team, students can chose from a wide range of subjects and Level 3 qualifications at Advanced Level and Technical Level. Our Sixth-Form is a highly academic and supportive environment where students excel.

Our students University destinations are highly impressive; ranging from Oxford, Cambridge, Russell Group Universities and Specialist Colleges. Students also go on to Higher Level Apprenticeships and skilled employment.

The school operates a sixth form for a total of 400 pupils. The sixth form is available for all existing pupils. The school will admit external pupils to any available places until Year 12 reaches its capacity of 200. All applicants must meet the requirements of individual courses. Minimum entry requirements and individual course requirements are published annually in the school's prospectus and on its website.

When Year 12 is undersubscribed all applicants meeting the minimum academic entry and course requirements will be admitted.

Where there are more external applicants than places available, priority will be given in accordance with the oversubscription criteria 1, 2-4, 6-10 & 12 as above.

Please see school website for details of the application process for external applicants.

Appendix 1

Specialist Provision for Pupils with Special Educational Needs

Highfield School

Gawthorpe Lane, Gawthorpe, Ossett, Wakefield WF5 9BS
admin@highfield.wakefield.sch.uk
www.highfield-school.co.uk
Tel: 01924 264240

Acting Headteacher:	Rebecca Thompson
Age:	11-19
Type:	Special
Number on Roll:	174

Highfield School is a very successful Foundation Secondary Special School for learners aged 11 to 19 years from across the Wakefield District. We provide a unique learning environment designed to make a real difference to the lives of young people with statements of Special Educational Needs, and their families. Ofsted December 2012 rated the school to be good in all areas.

Our mission is to deliver the highest quality education to every student, tailored to meet their individual needs, whilst supporting them to develop appropriate learning and life skills for independent or supported adulthood, and to create real opportunities for meaningful employment or work experience, where skills and unique personal qualities can be valued, rewarded and celebrated.

Every student at Highfield School has an Education Health & Care Plan. The range of special educational needs at Highfield includes Severe Learning Difficulties, Autistic Spectrum Disorder, Social and Emotional Difficulties including mental health needs, Complex Needs, Speech and Language Difficulties, Visual/Hearing Impairment and Specific Learning Difficulties. A small number of learners have Moderate Learning Difficulties or Physical Disabilities and associated medical needs.

Students attending the school are typically working between P6 and National Curriculum Level 1 on entry in Year 7. They transfer to Highfield from either a primary special school or a primary mainstream school where they will have received full-time support and are working very significantly below their peers.

The school has excellent facilities, including a well-designed wildlife area and large poly tunnel to support the broad range of outdoor learning experiences we provide for all students attending the school. The premises have been updated very recently to include a new, open and welcoming reception area, a state-of-the-art fitness suite, a purpose-built drama and performing arts studio, and new sensory room.

Currently, we are building an extended learning facility for our Post 16 students.

All students at Highfield School experience a timetable of learning which includes the following elements: Core Skills - a high degree of focus on literacy, numeracy, ICT and PLTS; Life and Living Skills; Employability and Enterprise; Sport and Active Leisure; Creativity. There is a strong focus on life and living skills and the development of independence, providing the foundations that help the students to progress into the KS4 vocational or life skills pathways and into Post 16 opportunities beyond. We currently operate two Post 16 partnerships, one very successfully with Ossett Academy and a new Bridge Programme with Wakefield College, to support our more vulnerable young people to make a successful transition from a school to a college environment.

We accept no barriers to learning, hold the highest expectation for all our learners, who always rise to the challenges we set and surpirse us greatly with the progress and personal development they achieve.

Appendix 1

Specialist Provision for Pupils with Special Educational Needs

Oakfield Park School

Barnsley Road, Ackworth, Pontefract WF7 7DT
reception@oakfieldpark.wakefield.sch.uk
Tel: 01977 613423

Headteacher:	Stephanie Nagy
Age:	11-19
Type:	Special
Number on Roll:	163

Oakfield Park School is an LA maintained school providing high class education for children and young people who have severe or profound and multiple learning difficulties. Pupils may have additional complex needs including ASDs, sensory impairment, challenging behaviour and physical difficulties.

At Oakfield Park we endeavour to implement the following school mission statement in all that we do.

"At Oakfield Park, we aim for all our students to develop a 'voice', to be as independent, social and healthy as possible, enabling them to become citizens who engage positively with society, whilst leading happy and fulfilled lives."

In order to reflect this statement, the education we deliver at Oakfield Park is continually evolving to ensure that we offer the best possible preparation for life both within school, and most importantly, for when our students leave school and move on to whichever provision is considered by the students and their families to be the most beneficial. Oakfield Park has written its own curriculum, which we are proud to say is bespoke, relevant and motivating to all our students whilst at the same time it strives to reflect both our school motto "All Different, All Valued, all Equal" and our school rules "Be Kind, Stay Safe, Work Hard". Our ethos is to focus on communication, self-help and independence, social interaction and community participation.

Quotes from the most recent full OFSTED inspection:
"It is without question that all students greatly benefit from attending Oakfield Park School."
"The attitudes displayed by students to their work and school life are exemplary. They work exceptionally hard in lessons and are friendly and supportive of one another around school."
"Exceptionally strong leadership is focused on creating a school where students' achievement is outstanding and the quality of teaching goes from strength to strength."
"The school's work to keep students safe and secure is outstanding."
"From their individual starting points, students are helped to make outstanding progress whatever the nature of their disability or difficulty."
"Teachers and support staff work as very effective teams in every class. This ensures everyone makes the best possible progress in lessons."
"Students in the sixth form are exceptionally well prepared for the next stage of their lives."

At Oakfield Park we provide a safe and supportive school for our young people with special educational needs. We have created an environment, including a wide range of specialist equipment and facilities, that is educationally stimulating and challenging, thus providing optimum conditions for learning and development.

Safeguarding plays a fundamental role in everything we do, and our students are at the heart of every decision made.

Our staff team is committed to working in partnership with all stakeholders to ensure the highest standards of care and education are in place for each individual student. We will always offer a warm welcome to all visitors to our school and we are very proud of the positive feedback we receive from families, carers, friends and professionals.

Appendix 1

Specialist Provision for Pupils with Special Educational Needs

Pinderfields Hospital Pupil Referral Unit

Wrenthorpe Centre, Imperial Avenue,
Wrenthorpe Wakefield WF2 0LW
hm@pinderfieldshospitalpru.co.uk

Tel: 01924 298351

Headteacher:	Helen Mumby
Age:	2-19
Type:	Hospital PRU
Number on Roll:	95 (with 22 on half-days)

Pinderfields Hospital PRU provides access to education for children and young people with medical needs and SLCN.

"In any given year statistics show that there are some 100,000 children and young people who require education outside school because of illness or injury. In addition there is a signi cant number of children and young people who experience clinically ned mental health problems. The situations of these children and young people will vary widely but they all run the risk of a reduction in self- confidence and educational achievement". Access to Education Ref: DfES 0732/2001

The aim of Pinderfields Hospital PRU is to enable children and young people to sustain their education and achieve to their potential. Pinderfields Hospital PRU offers an integrated, flexible education service through:

- The Wrenthorpe Centre – A flexible alternative curriculum for Key Stages 3, 4 and 5 students, exam centre.
- Outreach - Advice, in-service training and general support to staff working in an educational setting.
- Off-site tuition - Individual tuition in a range of venues including the home for all key stages, exams can be taken at home.
- Hospital Tuition - Class or bed-side tuition on the children's ward for all key stages, exam centre.
- The Early Years Assessment Centre – 22 part time pupils. Inclusive, multidisciplinary assessment for preschool children age 2-4 with either a severe medical or SLCN need to inform their next educational setting.
- The Forest Wood Assessment Centre – 16 full time pupils. Inclusive, multidisciplinary assessment for children attending full time school age 4-7 with either a severe medical or SLCN need to inform their next educational setting.
- Woodlands Resource Unit - KS1, 10 full time places , SEMH & ASD. Pupils in setting predominantly need support with their social, emotional and mental health needs, as well as their communication and interaction needs. The focus of the setting is to provide a safe learning environment to ensure that pupils are socially and emotionally comfortable for them to begin to learn and access the curriculum
- Cherry Tree Resource Unit- KS1 & 2, 8 full time places, SEMH & ASD. Pupils in setting predominantly need support with their social, emotional and mental health needs, as well as their communication and interaction needs. The focus of the setting is to provide a safe learning environment to ensure that pupils are socially and emotionally comfortable for them to begin to learn and access the curriculum.
- Thornes Resource Unit – KS2 10 full time places, SEMH & ASD. Pupils in setting predominantly need support with their social, emotional and mental health needs, as well as their communication and interaction needs. The focus of the setting is to provide a safe learning environment to ensure that pupils are socially and emotionally comfortable for them to begin to learn and access the curriculum

Further information can be accessed through the school website at **www.pinderfieldshospitalpru.co.uk**

OfSTED (HMI Inspection)

- The leadership team has maintained the good quality of education in the school since the last inspection. Parents, staff and pupils praise all aspects of the school.
- At the hospital site staff are skilled in very quickly assessing pupils' needs. Staff provide work that is age appropriate and takes account of children's interests. The work is purposeful and interesting. It is well resourced and takes place in a calm and relaxed atmosphere.
- At the early years assessment centre, teaching is very well planned to meet children's learning needs to develop early reading, writing and numeracy skills, and is linked effectively to children's health needs.
- At the Wrenthorpe site, teachers make learning interesting and check pupils' understanding before they are moved on. This is helping pupils to re-engage in learning.
- Children and young people told us they feel listened to and supported with their learning, and are increasingly confident to take their next steps when they leave Pinderfields.

Appendix 1
Specialist Provision for Pupils with Special Educational Needs

High Well School

Rook Hill Road, Pontefract WF8 2DD

Headteacher	Louise Quinn
School years:	11-16
Type:	Special
Number on roll:	58

We believe that the majority of pupils who exhibit challenging behaviour do so because of having unmet needs. Most of our pupils have experienced disruption in their education and may have limited experience of success in their lives to date. Our principal aims are to identify and address these unmet needs, and support pupils to develop their social and emotional skills in order that they can learn effectively and take ownership of their future.

Wakefield has two Pupil Referral Units for permanently excluded pupils. These are:

The Priory Centre

Pontefract Road, Crofton, Wakefield WF4 1LL

Headteacher:	Tony Phillips
Age:	11-14

The Springfield Centre

St. George's Road, Wakefield WF2 8BB

Headteacher:	Ivor Roberts
Age:	15-16

The LA has a number of specialist provisions based in mainstream schools:

Communication and Interaction Resource (Secondary)

St. Thomas a Becket Catholic Secondary School
Barnsley Road, Sandal, Wakefield WF2 6EQ Tel: 01924 303545

Headteacher: Mrs Cathy Baxendale

Age: 11-16

Deaf Resource

Castleford Academy, Ferrybridge Road Castleford WF10 4JQ Tel: 01977 605060

Principal: Mr Wesley Bush

Age: 11-16

Communication and Interaction Resource (Secondary)

The Featherstone Academy, Pontefract Road, Purston, Featherstone. WF7 5AJ

Tel: 01977 722805

Principal:

Age: 11-16

Communication and Interaction Resource (Secondary)

St Wilfrid's Catholic High School and Sixth Form College Cutsyke Road, North Featherstone, Pontefract WF7 6BD
Tel: 01977 691000

Headteacher: Mrs H Gilroy

Age: 11-18

Resource for Visual Impairment (Secondary)

Crofton Academy, High Street, Crofton, Wakefield WF4 1NF Tel: 01924 862985

Headteacher: Mr P Walker

Age: 11-16

Appendix 2

ChildrenAllocated Places for 2023/2024

School	Admission No. 2023/24	Categories								Children placed by WMDC	Total	Appeals submitted		On waiting list
		SEN	A		B1	B2		C	D			Total Heard	Suc-cessful	
Airedale Academy	240	10	0		45	112		8	8	22	205			
Carleton High School	210	3	3		34	84		31	55		210	2	0	17
Castleford Academy	300	11									300	20	4	66
Trinity Academy Cathedral	210	10									210	44	7	117
Crofton Academy	210	9	4		35	75		26	61		210	1	0	8
De Lacy Academy	210	4	2		66	89		1	20	9	191			
The Featherstone Academy	120	4	1		15	54		3	13	14	104			
Horbury Academy	210	9									240	20	3	63
Kettlethorpe High School	360	19	6		70	149		25	68	22	359			
The King's School	210	7	3		57	108		10	25		210	4	2	20
Minsthorpe Community College	300	8	2		87	179		2	8	4	290			4
Ossett Academy and Sixth Form College	310	11								19	309			11
Outwood Academy City Fields *	210	6	1		54	67		10	27	45	210			7

School	Admission No. 2023/24	Categories								Children placed by WMDC	Total	Appeals submitted		On waiting list
		SEN	A		B1	B2		C	D			Total Heard	Success-ful	
Outwood Academy Freeston *	210	12	6		56	136					210	14	2	26
Outwood Academy Hemsworth *	240	2	0		54	131		3	9	7	206			
Outwood Grange Academy *	360	7	6		83	185		8	71		360	11	3	31
St Thomas a Becket Catholic Secondary School	150	9									150			37
St Wilfrid's Catholic High School and Sixth Form College	280	10									280			48

Where numbers appear in the "Categories" columns A, B1, B2, C and D, the Admissions Authority was Wakefield Council, or - where marked by an * - the school was their own Admissions Authority and their Admissions Policy included the same categories and Oversubscription Criteria as Wakefield Council's Admissions Policy. **NOTE - some of these schools have changed their Admissions Policy for entry to Year 7 in September 2024 - please refer to the specific school's page in Appendix 1 for more information.**

All other schools were their own Admissions Authority and their Admissions Policy included different categories and Oversubscription Criteria - please refer to the specific school's page in Appendix 1 for more information.

“Children placed by WMDC” refers to those applications where we could not meet any of the preferences and had to allocate the next nearest school with a place, or where no application was made and a place was allocated automatically.

Information regarding the number of places allocated relates to Offer Day; waiting lists and appeals information was correct as of August 2023.