

St John the Baptist Primary School

Admissions Policy

Reviewed [Autumn 2025](#)
Governor Approved [Yes](#)
Next Review due [Autumn 2026](#)

The purpose of this policy is to make the transition from home and other pre-school experiences to school as smooth and positive as possible, involving parents, carers and others concerned with the child. In this way a partnership can grow which enables children to develop from these initial experiences.

All parents are invited to register their interest in our school nursery, or 2 year old provision, as soon as possible. We can provide a school prospectus and a visit if requested. For a place within the school, for the school year your child turns 5, the Common Application Form should be submitted to Stockton Borough Council in line with the annual timetable for admissions.

1. Admission to St John's

Where there are more applications for a school than there are places available, places will be allocated in order using the oversubscription criteria.

For primary schools, attendance at a school nursery does not guarantee a place in the reception class of that school.

(Taken from Stockton Admissions Policy)

At St John's we follow the admissions criteria published in the Stockton Admissions Policy (see Appendices 1)

The school cannot guarantee to meet parents' preferences for a school place for pupils who live within the admission zone, if the school is full. Any queries regarding admissions should be directed to Stockton Borough Councils Admissions Team on 01642 526605.

Detailed information can be found using the following link

<https://www.stockton.gov.uk/article/2480/Admissions-arrangements>

2. Clever Caterpillars Admission

We offer 2 year old provision in school, for 15 hours per week, either morning or afternoon provision. Once a place becomes available, you will be contacted by a member of the team who will arrange a home visit. At the home visit you may ask any questions regarding the school and the provision we provide, also our Nursery staff will request information from you regarding your child. Following this visit you will be informed of your child's start date in either morning or afternoon nursery.

3. Nursery Admission

The term after your child has had their third birthday they can begin our school Nursery; this is dependent on places. Providing you have registered interest in the school you will be contacted by a member of the Foundation Stage Team who will arrange a home visit. At the home visit you may ask any questions regarding the school and the provision we provide, also our Nursery staff will request information from you regarding your child. Following this visit you will be informed of your child's start date in either morning or afternoon nursery.

4. Co-ordinated admission arrangements

The LA is responsible for administering a coordinated scheme for its area in relation to all maintained (community, voluntary controlled and voluntary aided) schools. The purpose of coordinated admission schemes is to ensure that, as far as is reasonably practicable, every parent of a child living in the LA area who has applied for a school place in the normal admission round receives an offer of one school place on the same day. Please see the timetable in Appendices 2.

5. In-year transfers to school

Before you apply, you need to consider whether a school transfer is best for your child and their education.

An application to change a child's school will need careful consideration. As a parent or carer, it is important that you consider the effects changing schools might have on a child. Moving schools can have negative effects on children including poorer attendance, lower grades, feeling disengaged with school, reduced confidence and self-esteem and increased chances of developing anxiety. When moving schools, it's not just the building that's new. Your child will also have to adapt to the teaching staff, who might be following a different curriculum. If they are behind or ahead in their new class, they might lose interest during lessons. The transition can be tough for young people, especially when they are dealing with difficult changes in their personal life at the same time.

If your child is already attending a school, try to resolve any issues with them before requesting a move.

Schools will be able to offer a better and more appropriate solution for you and your child instead of seeking a transfer from their current school to another, so we suggest you speak to your child's current school first. Below are two options to discuss with the current school before submitting a transfer, managed moves or direction off site.

Managed moves

Principles

- a managed move is never an early or first response when a child is struggling at school because of their behaviour
- as managed moves should be part of a planned intervention in the best interests of the pupil
- a managed move can help children and young people who are experiencing significant difficulties in school for various reasons and where school action has not been able to remedy it and who may benefit from a fresh start

A managed move is not appropriate if:

- it would not ultimately be of benefit to the child
- a parent is seeking a straightforward transfer to another school
- the child is not on a school roll
- it is being used to improve behaviour (off site direction should be used in this instance)
- the child would be unable to return to the home school if the placement is unsuccessful

Criteria

There are several reasons why a managed move may be considered for a pupil and would be based on the individual circumstances of the pupil. These may include:

- safeguarding
- breakdown of relationships between pupil and school despite support offered
- extremely low or non-attendance because of difficulties within the home school
- to prevent permanent exclusion
- following a successful period of direction off-site

In Stockton-on-Tees we are committed to the following when deciding if criteria has been met for consideration of a managed move:

- a willingness for a flexible approach
- honesty and integrity always
- that the decision being made is for the child or young person and not for the school
- is not being used to solely improve behaviour
- school interventions have been in place with minimal or no impact
- that support from other agencies has already been sought and delivered with minimal impact

Direction off site

Principles

- this is an intervention that can be used when school-based strategies or interventions have not been successful in improving behaviour
- pupils can be directed off site to either another mainstream school or to an alternative provision
- placements at an alternative provision can either be part time or full time. Direction off site should still provide a broad and balanced curriculum alongside support to improve behaviours

Criteria

There are a number of reasons why direction off site may be considered for a pupil and would be based on the individual circumstances of the pupil. These may include:

- safeguarding reasons
- to improve behaviour
- extremely low or non-attendance
- to prevent suspension or exclusion

In Stockton-on-Tees we are committed to the following when deciding if criteria has been met for consideration of direction off site:

- a willingness for a flexible approach
- honesty and integrity always
- that the decision being made is with the interests of the pupil in mind and not just for the school
- school interventions have been in place with minimal or no impact
- that support from other agencies has already been sought and delivered with minimal impact

If you still feel that the only option for your child is to seek a transfer from their current school to an alternative one, please note that many of our secondary schools have very few spaces and changing schools may not be possible or quick to resolve.

Taken from <https://www.stockton.gov.uk/school-transfers>

Appendices 1

Admissions policy 2025

Introduction

Admissions policy September 2025 for primary and secondary community and voluntary-controlled (VC) schools in Stockton-on-Tees.

All governing bodies are required by Section 37 of the Children and Families Act 2014 to admit to the school a child with an Education, Health and Care (EHC) Plan that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final EHC Plan has been issued.

Where there are more applications for a school than there are places available, places will be allocated in order using the oversubscription criteria.

For primary schools, attendance at a school nursery does not guarantee a place in the reception class of that school.

Priority 1

Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

Explanatory notes

1. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.
2. 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
3. Previously looked after children are children who were looked after but ceased to be so because they were adopted includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).
4. Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.
5. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or

special guardians).

Priority 2

Pupils with a Special Educational Need (SEN) who are going through a statutory assessment and who have been identified as needing a 'named' mainstream school.

This criteria applies to those children who have a Special Educational Need, who are going through a statutory assessment and have been identified as in need of a 'named' mainstream school that can offer the enhanced support and resources they require to meet their specific SEN.

Priority 3

Pupils who have a brother or sister permanently living at the same address, who are still at the school when the pupil begins. This criteria only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school (primary applications only).

A brother or sister is defined as a brother, sister, stepbrother, stepsister, adopted brother or sister, or children of partners who are permanently living at the same address as a family unit. In all cases, the parent who receives the Child Benefit for those children must permanently live at that address with the children.

We will consider brothers or sisters who live in separate households because the parents are separated and have shared responsibility for the children under conditions covering exceptional social or medical reasons. This does not include separate families living together in the same property.

If there are other family situations where there are different carers such as aunts, uncles or grandparents, each case will be considered individually.

Priority 4

Pupils permanently resident (the address at which the child is registered for child benefit), who expresses a preference for that school (proof of address may be required) within the admission zone who have returned a Common Application Form by the closing date (31 October for secondary applications and 15 January for primary applications).

When a school is oversubscribed with in-zone applications (there are more applications from children living in the admission zone of the school than there are places available) we will allocate places to children permanently living in the admission zone (Criterion 4) according to their distance from the school measured in a straight line "as the crow flies" (Criterion 5).

Priority 5

Pupils who live closest to a particular school measured in a straight line "as the crow flies".

The LA uses a Geographic Information System, known as GIS, to identify and measure the distance from the central point of the home to the central point of the school. The distance is measured electronically from the central point of the school taken from the council maintained Local Land and Property Gazetteer, LLPG, (the same point for all applications) to the central point of the home (including flats) also taken from the LLPG. The GIS undertakes all measures in the same way for every applicant, to ensure consistency and fairness.

Admissions policy 2026

Introduction

Admissions policy September 2025 for primary and secondary community and voluntary-controlled (VC) schools in Stockton-on-Tees.

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Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

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Pupils who have a brother or sister permanently living at the same address, who are still at the school when the pupil begins. This criteria only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school (primary applications only).

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Priority 4

Pupils who live closest to a particular school measured in a straight line "as the crow flies".

The LA uses a Geographic Information System, known as GIS, to identify and measure the distance from the central point of the home to the central point of the school. The distance is measured electronically from the central point of the school taken from the council maintained Local Land and Property Gazetteer, LLPG, (the same point for all applications) to the central point of the home (including flats) also taken from the LLPG. The GIS undertakes all measures in the same way for every applicant, to ensure consistency and fairness.

Appendices 2

Primary

Week commencing 10th November 2025

Online applications becomes live and Common Application Forms (CAFs) and other information to parents.

15th January 2026

Closing date for online applications and for return of CAFs.

Week commencing 19th January 2026

Lists of applications sent to VA schools, Academies & Free School(s) and other LAs.

Week ending 2nd March 2026

VA schools, Academies & Free School(s) return full list of applications ranked according to their oversubscription criteria. Other LAs inform LA of preferences they can allocate. Liaison between admission authorities to resolve offers.

Week commencing 16th March 2026

Finalise allocations and further liaison as necessary.

16th April 2026 or next working day

Allocation letters sent out from LA to all parents via 2nd class post offering places and giving reasons for refusals and right of appeal. Email sent to parents who applied online.

June and July 2026

Appeal hearings held.