



Higham Lane School
Helping Learners Succeed



School Information 2019-20



Inspired In The Pursuit Of Excellence
Outstanding Learning For All
Safe In The Knowledge
Paving The Way

Contents

Admission arrangements for 2020-21	Pages 4-9
How Parents/Carers can help	Page 10-11
Safeguarding	Page 12
Special Educational Needs and Disability (SEND)	Page 13-14
The School Day	Page 15
GCSE Examination Results Summary 2019	Page 16-17
Rates of Authorised and Unauthorised Absences	Page 18
Primary Schools Attended by Students Starting in 2019	Page 19

Higham Lane School (Academy)

Admission Arrangements for 2020-21

Years 7-11

Introduction

The Academy Trust, being the admissions authority for Higham Lane School, has determined the following arrangements for entry to the School in September 2019.

Higham Lane School's admission arrangements are part of the Warwickshire County Council co-ordinated scheme.

The School's Published Admission Number (PAN) is 246.

Priority Area

The whole of the parish of Caldecote is included. From the Caldecote parish boundary the north-eastern boundary of the priority area follows the Warwickshire County boundary to The Long Shoot. The southern boundary is formed by The Long Shoot, Hinckley Road, Leicester Road, Back Street, Newton Road, Corporation Street, Central Avenue, Midland Road, Tuttle Hill and Mancetter Road. Only the northern sides of these roads are included in the priority area, with the exception of The Long Shoot and Hinckley Road, where both sides are included in the priority area. The western boundary is formed by the Hartshill Parish boundary from Mancetter Road to the Caldecote Parish boundary.

Details of the School's priority area can also be found on the Warwickshire County Council website: <http://www.warwickshire.gov.uk/admissions>

Admissions Criteria

In the event of more applications than places being available, the following over subscription criteria will be used:

Please note that children with a Health Care Plan that names a school must be admitted and this may reduce the number of places available.

1. Children in the care of, or provided with accommodation by, a local authority (under Section 22 of the Children Act 1989) and children who were looked after, but ceased to be so because they were adopted or became subject to a Residence Order or Special Guardianship Order.
2. Children living in the priority area who will have a brother or sister at the School at the time of admission.
3. Other children living in the priority area given in the area booklet.
4. Children of staff who live outside of the priority area and who have been employed for two or more years at the School at the time the application for admission was made and/or those recruited to meet a demonstrable skills shortage.
5. Children living outside the priority area who will have a brother or sister at the School at the time of admission.
6. Other children living outside the priority area.

Within each criterion, priority is given in order of distance between the child's home and the School (shortest distance = highest priority).

Distance will be calculated by straight line measurement from the address point location coordinate of the applicant's home address (as set by Ordnance Survey) to the centre point ('centroid') of the preferred school. (Centroids are predetermined points and all measurements are subject to change due to updates of mapping data).

Appeals

Parents/carers will be informed by Warwickshire County Council of their statutory right of appeal when they receive the outcome of their applications. Parents/carers can appeal for any preference expressed, but not allocated, even if it was a lower preference than the one offered. Appeals are administered by Warwickshire County Council and can be lodged at <http://www.warwickshire.gov.uk/schoolappeals>.

Waiting Lists

Waiting lists will be held by the Local Authority.

Waiting lists are compiled in strict priority order against the published oversubscription criteria. Offers will be made from the waiting lists as vacancies arise. A child's position can move both up and down the waiting list as other students are added to the list. Late applicants are not penalised when added to waiting lists, and the amount of time a child has been on a school's waiting list is irrelevant.

Waiting lists will be held until the end of the autumn term. Parents/Carers will be responsible for contacting the Admissions Service should they wish their child to remain on the waiting list.

In-Year Admissions

Parents/carers should apply directly to Warwickshire County Council.

In-Year Fair Access Protocol

The School adopts Warwickshire County Council's In-Year Fair Access Protocol.

Definitions applying to the criteria

The following definitions/arrangements are taken from the Warwickshire County Council consultation on Admissions and also apply to Higham Lane School:

Looked After Children

Children in the care of, or provided with accommodation by a local authority (under Section 22(1) of the Children Act 1989) and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

Sibling, i.e. brother or sister, attending the school at the time of admission

Sibling is defined in these arrangements as: a brother or sister, a half brother or sister, an adopted brother or sister, a step-brother or sister or the child of the parents' partner where the child for whom the school place is sought is living in the same family unit and at the same address as that sibling.

Proof of Address

When submitting an application, parents/carers will need to provide appropriate proof of the address used as the basis of their application. This will normally be a Council Tax Reference Number. Each year Warwickshire Admissions Service will contact a random sample of Warwickshire applicants and ask for further proof of address.

Fraudulent or Intentionally Misleading Applications

Parents/carers should be aware that where a school place is offered based on a fraudulent or intentionally misleading application, that the place can be withdrawn even after the child has started at the School.

Definition of Home Address

Where the child normally resides/sleeps when they attend school. Addresses involved in child-minding arrangements, whether with professional child-minders, friends or relatives, are excluded.

Where a school place is allocated on the basis of an address which is subsequently found to be different from the child's home address, that place can be withdrawn. This includes situations where the address used to allocate a place changes prior to the place being taken up.

There is also an expectation that a child will be resident at the address used to allocate a place from the start of term and will continue to reside at that address for a reasonable period of time. **All circumstances surrounding the application will be taken into account in deciding whether or not this requirement has been met.**

Short-term house moves which occur only to secure a school place and which are considered fraudulent or intentionally misleading may therefore result in the place being withdrawn.

Postal Address File (PAF)

The address point location coordinate of the applicant's home address as set by Ordnance Survey.

Applications made from the same multiple dwelling sharing a single Postal Address File (PAF)/Other applications where the distance from home to school is identical

Where required, individual priority for such applicants within a particular criterion will be set by random allocation (lottery). The draw will be carried out by two officers of the Admissions Service in the presence of a Local Authority Solicitor from the Law & Governance Division. The order of draw will be recorded and countersigned at the time.

Separated Parents

Where a child lives with each of their parents at separate addresses, the address used for allocating a school place will be the one where the child spends (i.e. sleeps) the majority of the school week. If the child spends exactly equal amounts of time in the two addresses the child's parents/carers will be asked to nominate which address they wish to be the child's main address for school admission purposes. Should they fail to do so by the published closing date, the Council has the right to nominate the address that it considers appropriate.

In the case of disputes between parents, there is an expectation that parents will resolve these amongst themselves and make a single application which both parents are in agreement with. Warwickshire Admissions will not become involved in disputes between parents. Where more than one application is received in respect of a single child and the parents cannot reach agreement over the content of the application, Warwickshire Admissions reserves the right not to process either application until an agreement between the parents is reached.

Twins, Triplets or Other Multiple-births

Where the final place in a year group is offered to one of twins, triplets or another multiple-birth child, place(s) will normally be offered to the other multiple-birth child(ren) where the local authority and school's admission authority (if different) are in agreement - even if this means going above the School's Published Admission Number.

Admissions above PAN

Children with an Education and Health Care (EHC) Plan that names the School will be admitted. In this event, the number of places that remain for allocation will be reduced or result in a school exceeding its PAN.

If the School is full in the year group, another place can be offered provided that:

- no other applicants have been refused places in the same year group – wherever they live
- the child is living or moving into the School's priority area (proof of address will be required)
- The Local Authority believe it would be unreasonable not to offer a place and the School's admission authority are in agreement with the place being offered.

If a school has a waiting list, then it will not normally be possible to offer additional places as other applicants **will** have been refused places in the same year group.

However, if the Local Authority and the School's admission authority (where applicable) agree, then **all** applicants on the waiting list, or groups of children falling under a particularly high criterion (such as out of area with siblings) **may** be offered a place.

Admission above PAN for Looked After Children

Except where a child is placed in an emergency, no care placement should be made without the education element being satisfactorily arranged. Where the placement has had to be made in an emergency, and education has not been secured, or where educational provision breaks down, then local authorities must secure an educational placement within 20 school days.

Moves of care placement can occur outside the normal admissions round when many schools are full. To avoid delays resulting from the local appeals procedure, Community and Controlled schools will be asked to admit, without appeal, Looked after Children resident within their priority area, even though their admission limit has already been reached or exceeded.

Under Age and Over Age Applications

Warwickshire County Council's policy is that all children should be educated within their appropriate age group. In rare cases where it might not be appropriate for the child to be educated in the normal year group, there is a detailed process to consider the child's physical, emotional and social maturity before any decisions are made. (See appendix 1)

Children of UK Service Personnel (UK Armed Forces)

For families of service personnel with a confirmed posting to their area, a place will be allocated in advance if accompanied by an official government letter which declares a relocation date and a Unit postal address or

quartering area address, which can be used for the application against the relevant oversubscription criteria.

Late Applications (Entry or Transfer Year Groups)

Late applications will only be considered after the applications received by the closing dates (on-time applications).

Late Applications Because of an Impending Move

Offers of places at secondary level will take account of a future move involving the child's address only if it can be confirmed **before 29 December 2018** i.e. if the parent can provide independent proof of the move, such as a tenancy agreement that terminates after the start of the autumn term or proof that there has been an exchange of contracts in the purchase of a house.

How Parents/Carers can help

A successful education is much more likely if there is a supportive partnership between home and school. On joining Higham Lane School, all parents/carers and students are asked to sign a Home School Agreement with the School. In addition, we ask you to:-

1. Ensure your child attends regularly and punctually.

Attendance - Regular attendance is extremely important if your child is to make progress. If an absence is known in advance, a letter should be sent before the day of absence. In other cases of absence, the School must be contacted on the first day of absence.

The School's Attendance target is 97% and we will inform parents/carers whose child's attendance falls below 95%.

If students choose to miss school deliberately, the absence will be classed as unauthorised, which is truancy. A child's absence from school may also be registered as unauthorised if the School does not accept the reason given for the absence and a medical note may be required to validate the absence. Unauthorised absence may also be referred to Warwickshire Attendance Service (WAS).

Punctuality - Students should be encouraged to be on time for registration and lessons. Students are expected to be on the school site by 8.40am so that they are in Registration at 8.50am. Late arrival is recorded and students are punished appropriately.

2. Check that your child is properly dressed for School.

High standards of appearance are expected from all students. Full details about our expectations on uniform, jewellery, make up and hairstyles are clearly indicated in the Student Organiser.

3. Check that your child is receiving and completing homework.

Homework - All students are expected to do homework. It provides an opportunity for them to widen their knowledge, extend their learning, engage in independent learning and practise key skills. Every student has a Student Organiser, which parents/carers are asked to sign each week, to show that they are monitoring their child's work.

4. Maintain regular contact with the School

Parents/carers are always welcome to visit the School by making an appointment with the relevant member of staff, whether that be the Form Tutor, a particular subject teacher, the Progress Leader, a particular Subject Leader or a member of the Senior Leadership Team. In addition, parents/carers are encouraged to attend Parents' Information Evenings, Student Progress Evenings, Curriculum and Options Evening and interviews and other events as advertised, such as the Parent Forum.

5. Support our rules on Behaviour for Learning

We offer a pleasant, purposeful learning environment and our rules are designed to help maintain such an atmosphere for the benefit of the whole school community. Our Behaviour for Learning Policy is specifically designed to encourage students to make the right choices, behave well and work hard. We work most effectively when there is a shared expectation between the School and parents/carers about high standards of behaviour and effort.

Safeguarding

As a school, we take the safeguarding of all our students very seriously. We follow the requirements laid down by the government to ensure that there are procedures in place to ensure our students are safe and can learn in a safe and supportive environment.

Under the Education Act 2002 Section 157/175 for academies/ independent schools, schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse.

Safeguarding staff will seek, in general, to discuss any concerns with the parent/carer and, where appropriate, inform them if they are needed to make a referral to MASH (Multi Agency Safeguarding Hub) if that is considered necessary. This will only be done where such discussion will not place the child at increased risk of significant harm. The School will seek advice from MASH when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm and may refer children without informing parents or carers. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.

Our Child Protection and Safeguarding Policy contains information about our core safeguarding principles and procedures and can be found on our school website.

Under the Education Act 2002 (Section 175 for maintained schools/Section 157 for academies/free/independent schools), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and discuss the need to make a referral to Children's Social Care if that is considered necessary. **This will only be done where such discussion will not place the child at increased risk of significant harm or cause undue delay.** The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.

Special Educational Needs and Disability (SEND)

Special Educational Needs and Disabilities (SEND)

Children who meet the admissions criteria, and for whom there is a place, are offered a place at the school, irrespective of any Special Educational Needs and Disabilities. This is assuming that we are able to meet those needs.

All students on the SEND register will be allocated a Key Worker and will have a pupil profile which outlines their strengths and difficulties. Students will meet with their Key Worker at least fortnightly to discuss the targets they have set on their pupil profile.

Close liaison with primary school SENDCOs ensures that our students are supported from the start of Year 7. Through a team of 12 Learning Support Assistants (LSAs), we can offer in class support, this being our most direct approach to support students to access the school curriculum. Our two Higher Level Teaching Assistants (HLTA) offer personalized individual support to the students. A room is available for those students who can find the school environment too stressful to support their emotional and mental health needs. This environment provides 1:1 tuition to ensure the students feel supported until they are ready to access the main school curriculum. This is monitored by a HLTA, who will offer continuing support and monitor the student's progress. We also have within our team a welfare assistant who works with students who need support with their personal care as well as support for their emotional, social and mental health needs.

There is also a separate room (a learning environment) for those students who need additional 1:1 or prefer a smaller group tuition. These students are monitored by a HLTA who focuses on progression of the student, ensuring they are able to access the curriculum academically.

For older students who struggle with the workload, a personalised approach to Key Stage 4 (KS4) can be arranged on an individual basis.

We have experienced and trained staff to support students with physical disabilities, to move them towards greater independence. This is the essence of our inclusion policy; all of our students receive a mainstream education and become independent learners, alongside their able-bodied peers, with support. We have a comprehensive Citizenship, Personal, Social Health and Economic Education programme, to educate students about the way everyone can make a positive contribution to society.

Students are able to take all subjects, with the exception of Music, on the ground floor of the school. In the case of Music, we have a lift to enable students to access these facilities.

We educate all members of the school community in the fair treatment of others. We have ramps fitted to entrances and exits of our buildings to give wheelchair access, together with disabled parking facilities. We have fitted a rest room with toilet, shower and sluice facilities, as well as a purpose-built physio room. We have continued to enhance our facilities through the refurbishment of our Food Technology rooms, which incorporate easier access. On-going building improvements are carried out in conjunction with the Local Authority.

Access to PE is supported and positively encouraged. Where possible, students with disabilities join in PE lessons with support. When necessary, a special programme is worked out on an individual basis, with consultation and support from outside agencies if required.

SEND students are assessed for external exam access arrangements to ensure that they receive the correct provision for GCSE exams.

Communication with parents/carers is essential and the SENDCO is happy to meet to discuss the needs of their son/daughter throughout the school week.

The School Day

This is the Monday, Tuesday, Thursday and Friday timetable		This is the Wednesday timetable	
Registration	8.50-9.10am	Registration	8.50-9.10am
Period 1	9.10-10.10am	Period 1	9.10-10.05am
Period 2	10.10-11.10am	Period 2	10.05-11.00am
Break	11.10-11.30am	Break	11.00-11.20am
Period 3	11.30-12.30pm	Period 3	11.20-12.15pm
Lunch	12.30-1.15pm	Lunch	12.15-1.00pm
Period 4	1.15-2.15pm	Period 4	1.00-2.00pm
Period 5	2.15-3.15pm	Period 5	2.00-2.55pm

Student Progress Evening Days*	
Registration	8.50-9.00am
Period 1	9.00-9.50am
Period 2	9.50-10.40am
Break	10.40-11.00am
Period 3	11.00-11.50am
Period 4	11.50-12.40pm
Lunch	12.40-1.25pm
Period 5	1.25-2.15pm

GCSE Examinations Results Summary 2019

Cohort	Girls	118	Boys	127	Total	245
---------------	--------------	-----	-------------	-----	--------------	-----

	Progress 8	Attainment 8
*2019 Results	0.33	54.45

* Provisional Results.

Students %	5 + 9 - 7	5 + 9 - 5	5 + 9 - 4	5 + 9 - 1
All	24	68	82	99
Male	19	61	78	100
Female	30	75	86	99
Qualification	9 - 7	9 - 5	9 - 4	9 - 1
Art	32.7	78.8	90.4	100
Business Studies	28.8	61.4	78	99.2
Computer Science	12.5	46.4	67.9	100
Drama	21.1	78.9	84.2	100
DT Food Preparation and Nutrition	11.1	64.4	68.9	100
DT Product Design	3.4	30.5	49.2	100
DT Textiles	47.1	94.1	100	100
English Language	21	70	85.6	100
English Literature	34.9	73.5	86.1	100
Geography	29.5	69.9	79.5	100
History	28	60	71	98
Maths	29.9	67.6	86.5	99.2
Maths Statistics	58.6	98.3	100	100
MFL French	43.5	60.9	87	100
MFL German	22.2	41.7	55.6	94.4
MFL Spanish	14	25.6	74.4	100
Modern Ethics	18.8	55.2	69.5	99.2
Music	14.3	50	60.7	100
PE GCSE	29.5	75	86.4	100
Photography	20.5	63.6	86.4	100
Science Combined	12.9	61.2	81.7	99.5
Science Biology	73.9	100	100	100
Science Chemistry	63	100	100	100
Science Physics	65.2	97.8	100	100
Sociology	27	68.5	77.5	98.9

GCSE Examination Results Summary 2019

These tables show the percentage of pupils at the end of Key Stage 3 achieving each grade in 2019.

Name	9%	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %
Art	0	0	0	0	0	1.2	38.6	52	8.1
DT	0	0	0	0	0	13.8	44.3	32.1	9.3
English	0	0	0	0	0	4.5	29.3	48.8	16.3
Geography	0	0	0	0	0.8	16.3	34.6	36.6	11.8
History	0	0	0	0	4.1	22.8	35	25.6	12.6
ICT	0	0	0	0	0	13.5	54.7	20.4	11.4
Maths	0	0	0	0	8.6	20.8	22	31	14.3
MFL French	0	0	0	0	0	0	6	41.7	41.2
MFL German	0	0	0	0	0	0	3.7	76.6	18.7
MFL Spanish	0	0	0	0	0	0	0	23.4	75.7
Modern Ethics	0	0	0	0	2.4	27.6	52.8	8.9	8.1
Music	0	0	0	0	0	0	4.5	83.7	11.8
PE	0	0	0	0	2.9	23.3	35.1	27.3	11.4
Science	0	0	0	0	0.4	19.5	41.9	32.1	5.7

Progress 8 for 2019 is 0.33. Higham Lane Students have made nearly 1/3 grade better progress than students of a similar ability Nationally.

Rates of Authorised and Unauthorised Absences

	2016-2017		2017-18		2018-19	
	Percentage Authorised Absences	Percentage Unauthorised	Percentage Authorised	Percentage Unauthorised Absences	Percentage Authorised	Percentage Unauthorised
Higham Lane	3.20%	0.30%	3.63%	0.48%	4.41%	1.38%
Warwickshire	N/A	N/A	N/A	N/A	N/A	N/A
England	N/A	N/A	N/A	N/A	N/A	N/A

These figures are for students of compulsory school age for the school year up to the last Friday in May (i.e. up to and including 25 May). The number of students we had in school between this period was 1232 at that date.

Primary Schools Attended by Students Starting in 2019

All Saints Church of England Primary School and Nursery

Chetwynd Junior School

Croft Junior School

Goodyers End Primary School

Higham-on-the-Hill Church of England Primary School

Middlemarch School

Milby Primary School

Milverton House School

Potters Green Primary School (Coventry)

Queen's Cof E Academy

Ss Peter and Paul Primary School (Coventry)

St James' CofE Academy

St Nicolas CofE Academy

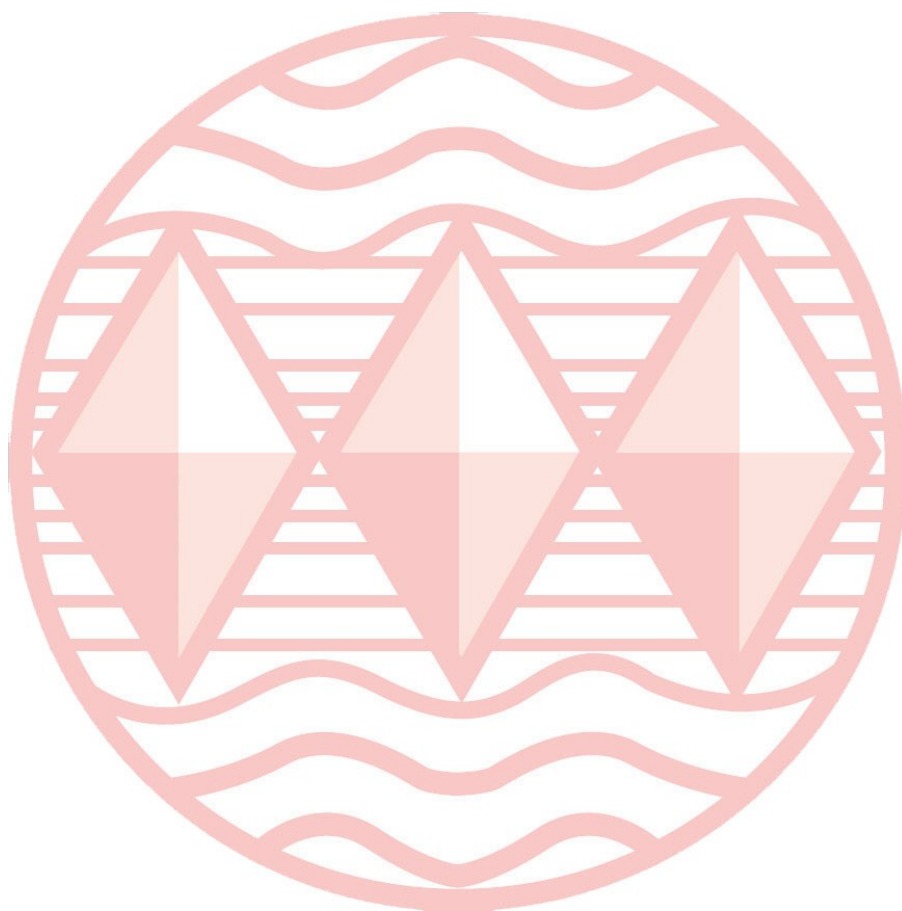
St Paul's CofE Primary School

The Canons CofE Primary School (Bedworth)

Weddington Primary School

Wembrook Primary School

Wolvey CofE Primary School



Shanklin Drive, Nuneaton, Warwickshire, CV10 0BJ

Tel: 024 76388123 Fax: 024 76370550

Email: contactus@highamlaneschool.co.uk

Web: www.highamlaneschool.co.uk

Twitter: @HighamLane

Instagram: @highamlaneschool