



April 2024

Dear Parents and Carers

Hello and welcome to our school brochure. This brochure is written for the 2023-2024 academic year. As such, information regarding staffing, may be subject to change ahead of your child joining the school.

This brochure is written for anyone interested in our school including parents who are considering sending their child to learn with us here. We believe our school to be a great place for all children to learn, whatever their background, skills, interests and wherever they are on their learning journey. All are welcome and we work hard to provide for all children's needs whatever form they may take.

This brochure will only give you a flavour of what we are like as a school. We look forward to meeting with you and working with you and your child.

Yours sincerely

Mrs K. Scott
Headteacher

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Our school vision

At Dereham Junior Academy, we will take you on a fantastic journey.

We have the COURAGE to travel along the most exciting and untrodden paths,

and we show KINDNESS by offering a helping hand to those who follow.

We use our CREATIVITY to find a different way of tackling the trickiest routes,

and if what lies ahead looks scary or overwhelming, we TRUST that God will walk alongside us and help show the way.

We have the ASPIRATION to journey to places we have never been before and do things we have never done,

and while our destination may differ to our neighbours, we RESPECT that everyone's journey should be treasured.

'Jesus came to give life, better than we ever dreamed of'

John 10:10

Belonging to the DNEAT family

We are one of 37 academies that make up the Diocese of Norwich Education and Academies Trust (DNEAT).

DNEAT and all their academies are united in their approach to providing a high quality education which is rooted in Christian Values and mutual support. They appropriately challenge and support our school in order to ensure we keep providing the very best for our children.

That means DNEAT are committed to putting people at the centre of all they do and wanting to see them flourish and grow. All schools in the trust are like ours; they are completely inclusive and welcome everyone including people from all faiths and those who have none.

DNEAT's beliefs are:

- We believe in affirmation of individual worth
- We believe in nurturing hope and aspiration
- We believe in service to others
- We believe in a holistic education
- We believe in the importance of excellent leadership and role models
- We believe in the development of mutual trust
- We believe in collaboration
- We believe in commitment and endurance.

For more information about DNEAT you can visit their website: <https://www.dneat.org/about-us/>

Our school

We are a large, friendly and energetic junior school with over 400 wonderful pupils. Everything we do including the curriculum we deliver and how we engage the pupils, is based purely on what the children need.

Our staff are completely committed to providing the very best for the pupils and the families we serve. Everyone at Dereham Junior is an advocate of our 3 simple school **rules**:

- Be Respectful; Be Safe; Be Ready

and embodies our 6 important **Values**:

- Courage, Kindness, Trust, Creativity, Respect and Aspiration.

How we are organised

Our school is split into 4 year groups and each year group has their own area in school. We currently have 4 classes in each year group, other than in Year 3 where there are 3 classes.

The year groups work very much as a team within the bigger whole-school team. Although each class has their own teacher and teaching assistant, the classes in each year group work together when planning and preparing the curriculum. Our classes are named after influential and important people from all walks of life throughout history.

As well as being a member of their own class and year group, all children are assigned to another team: their house. Our houses are Water, Air, Earth and Fire and the children represent these throughout the year, taking part in various competitions; earning 'house points' for great effort in their work and when competing in sports day.

The school day

Timings

No children should be onsite before 8:30 unless they are attending Breakfast Club. From 8:30, there will be members of staff at the front gate supervising children on the school grounds until the gates open at 8:40. All children should be in school by 8:50.

The timings of our school day are as follows:

8:40	First bell	-	School gates open for 'soft start'
8:50	Second bell	-	Children need to be in school
8:50 – 10:30	1 st session	-	Usually includes English or maths
10:30 – 10:45	Break for all pupils		
10:45 – 12:15	2 nd session	-	Usually includes English or maths
12:15 – 1:15	Lunch time for all pupils		
1:15 – 3:20	3 rd Session	-	Usually science, foundation subjects and PE

End of the school: 15:20 – Yr 3 followed by Y4; Year 5 followed by Y6

At the beginning and the end of the day, children can use either the 'field gate' or the 'main gate' at the front entrance.

For the first few weeks y3 children must be collected by an adult from the front gate. This is so the adults can 'hand over' the children. After this time, if you choose to send your child out of the back gate an adult does not match parent to child meaning it is your child's responsibility not to go until their adult is there. We recommend the use of the front gate.

Getting to and from school

We strongly encourage pupils to walk, cycle or scoot to school if this is at all possible. Not only is this a healthier way to arrive and leave, but it also helps reduce the amount of traffic we have on site and makes for a safer beginning and end to the day.

Parents who allow their children to cycle or scoot to school should make sure their cycles and scooters are roadworthy and, if cycling, they must wear a cycle helmet. Cycles and scooters can be stored in one of our two cycle sheds.

If parents and carers have no other option but to drop-off and collect their child by car, we ask that you drive considerately; respect the one-way system and keep to single file traffic. Please do not pull up beside another car to let your child out.

Snacks at break time

It is a long time between breakfast and lunch so we encourage you to send your child with a snack to eat at break. We know that for some children what they eat can have a big impact on their concentration afterwards

so we do insist that all snacks are healthy. We only allow **real fruit** and **vegetables** for snacks at morning break; no bars or modified fruit products.

Lunchtime

Children are able to choose between bringing a packed lunch or having a school dinner at lunchtime. A range of healthy nutritious meals, all freshly cooked on site, are available for those who choose a school meal. We also offer a school packed lunch. School meals currently cost **£2.47** for those who pay. We will confirm costs for September when available. Free school meal applications, for those who qualify, can apply directly to NCC by using the following link: <https://fiso.norfolk.gov.uk/synergy/Enquiries/Citizen/FreeSchoolMeals.aspx/>

PLEASE NOTE: No nuts or food containing nuts are allowed in school as we currently have pupils that are severely allergic to them.

Drinks

Our brains work better when we drink lots of water...FACT! We encourage all children to bring a bottle to school so they can have **water** to drink at any time during the day. Please send your child with a full bottle each day (labelled with their name) and ask them to take it home for washing in the evening. There is plenty of opportunity for the children to fill their bottles during the day but it is very helpful if it is full at the start.

The children also have access to water at lunchtimes, but we do not allow cans or fizzy drinks to be brought in from home under any circumstances.

The school team

We have lots of people working in our school:

Headteacher Mrs K. Scott

Deputy Headteacher Mr S. Dack

Year 3

Year Leader & Class Teacher Mrs B. Groves (Curie Class)

Class teacher Miss F. Rowbury (Keller Class)

Class teacher Miss K. McKay and Mrs S. Crawford (Mandela Class)

Higher Level TA Ms C. Guymer

Teaching Assistant Miss S. Trumm

Teaching Assistant Miss J. Cockell

Year 4

Year Leader & Class Teacher Miss A Millington (Babbage Class)

Class teacher Mr A. Blenkin (Parks Class)

Class teacher Mrs S. Swetman and Mr S. Dack (Malorie Class)

Class teacher Mrs S. Gardiner and Mrs R. Allott (Seacole Class)

Higher Level TA Mrs T. Ramm

Teaching Assistant Mrs J. O'Sullivan

Teaching Assistant Mrs C. Scott

Teaching Assistant Mrs K. Calver

Year 5

Year Leader & Class Teacher Mrs R. Dack (Wilberforce Class)

Class teacher Mrs D. Chadwick and Mrs V. Hook (Pankhurst Class)

Class teacher Mrs C. Bodiam (Naidu Class)

Class Teacher Miss M. Joy (Attenborough Class)

Higher Level TA Mrs N. Utting

Teaching Assistant Miss B. Hammond

Teaching Assistant Mrs S. Sutton

Teaching Assistant Ms S. Postle

Year 6

Year Leader & Class Teacher Mrs G Waymouth and Ms S. Sangani (Shakespeare Class)

Class teacher Miss G. Folkard (Bevan Class)

Class teacher Mr S. Jenkinson (Tabei Class)

Class teacher Mr S. Allott (Malala Class)

Higher Level TA Mrs J. Kendall

Teaching Assistant Mrs S. Wilcock

Teaching Assistant Mrs A. Fraser

Teaching Assistant Mrs M. Harding

SENCo Mrs K. Carter

Pastoral Worker/Safeguarding Lead Mrs L. Hathaway

Pastoral Worker/Safeguarding Lead Mrs D. Peek

Attendance Officer Miss V. Moore

School Business Manager Miss D. Reardon

Academy Support Assistant Mrs M. Costello

Academy Support Assistant Mrs J. Birchenall

Caretaker Mr C. Swift

Cleaners Mrs S. Swift, Mrs L. Fairweather, Mrs K. Watcham and Mr J. Mears

Midday Supervisory Assistants (MSAs):

Mrs K. Greef, Mrs W. Brown, Mrs D. Rix, Miss Willis Dawson and Mrs L. Pagett

What the children learn (the curriculum)

We work hard to provide an enjoyable and challenging curriculum. Our curriculum encourages the children to learn to the best of their abilities, deepens their knowledge across the subjects and provides opportunities for everyone to succeed.

Using the National Curriculum as a starting point, we have been on a huge curriculum journey which has culminated in our own bespoke topics which are exciting and tailored to the needs of our pupils. We continually review the effectiveness of our curriculum and make changes where needed to ensure that our children get the best we can offer.

English and maths are mostly delivered in the morning sessions. For some children in years 3 and 4, this may include a *Read, Write, Inc.* session which is delivered by our well-trained and highly skilled Teaching Assistants.

Our children learn in mixed ability classes, led by their class teacher and teaching assistant. We do not have sets as research suggests that this does not support accelerated learning for all pupils. However, there may be times during the school day when children work in small groups to reinforce a concept they may have found difficult or to prepare for learning the next day. This is sometimes referred to as intervention.

Where possible, we make links between the subjects we teach and create topics. We know that being clear about these links and making them purposeful whilst being clear that individual subjects make up a topic will result in knowledge being better remembered. Just as importantly, we make sure we seamlessly build on what has been taught before; not only in the previous days, weeks and terms, but also in the previous year groups.

If a subject doesn't fit into a topic, we don't 'force' it to! Sometimes, we teach things discretely (stand-alone), but this does not stop great learning as it always builds on what has been learnt before.

One of the key parts of the '*Relationships and Sex Education (RSE) and Health Education*' curriculum is Sex and Relationship Education. The school has a clear programme for this which is age-appropriate. Parents are welcome to view the materials used on request and have the right to withdraw their child from some elements of Sex and Relationship education should they wish to.

RE and collective worship

RE is taught following the Norfolk Agreed Syllabus which includes the study of Christianity and a range of other religions. You are welcome to view a copy on request.

As a Church School, we hold a daily act of Collective Worship which is Christian in nature but is inclusive of everyone.

Parents are entitled to withdraw their children from Collective Worship should they wish to. Parents wishing to do so should contact the Headteacher by letter.

Children with Special Educational Needs and Disabilities (SEND)

There are many reasons why some children experience difficulties with their learning during their time at school. Sometimes, it can be for a short period of time and for others it can be a more long-term difficulty. If a child is having some difficulties, they will be placed on the Special Educational Needs and Disabilities register. This is for our information as a school. Anyone on this register, will have a *'one-page profile'* and may also be set some Individual targets. These are reviewed every term. They are completed with the children and shared with parents so that we can all work together to support them.

Children who are on the Special Educational Needs and Disabilities register will also be on our school provision map. This will show what additional support they are getting and how often. The majority of additional support will take place in the classroom. This will be in groups, or on an individual basis, targeting a specific area. However, there may also be a need for individual or small group withdrawal from the classroom.

If we have supported your child within school and they still continue to experience difficulties, then we may need to refer to an outside agency for advice. This will be fully discussed with you first and your permission sought before any referral takes place. You will be updated by the specialist involved, in person, but if that's not possible then Mrs Carter is always available to discuss any reports and progress or issues that have arisen.

You can ask to see the policy for Special Educational Needs at any time. It can also be viewed on the school website. If you have any concerns at all, then speak to the class teacher and then Mrs Carter, the Special Educational Needs Coordinator. She can be contacted via the school office and works in our school Mondays through to Wednesdays.

The school building has been adapted so that children and adults in wheelchairs can have access. We have ramps and a disabled toilet and washing facilities. If you or your child has a disability, please come and discuss your needs with us at your earliest convenience. We are committed to inclusion for all.

Reading and the school library

Reading is one of the most important parts of the curriculum; we need to be able to read in every area of life, not just in English lessons. We view a very well stocked library as being a priority for our school. We routinely invest in auditing, removing and then restocking the library with brand new books to make it a lovely space for the children to enjoy and read in.

We encourage the children to choose from a wide range of books themselves. Children record the books they have borrowed on the computerised system and are responsible for books in their care. We expect parents to pay for lost books.

Some children, particularly in the lower year groups, will also bring a reading book home with a coloured label on it. The labels represent the reading level the children are on – different colours for different levels – and we encourage the children to read these books as often as possible and change them once read comfortably.

Educational visits and workshops

Whilst learning in the classroom is really important and provides the vast majority of the curriculum, where possible, we like to enhance this with learning outside through visits or by getting experts in for workshops. This can be hugely beneficial and bring learning even further to life.

Be it a walk to the church and round Dereham for an hour; a visiting ancient Greek soldier or fun-packed residential, visits and workshops are a hugely valuable part of the children's learning experience. Other trips and workshops the children have taken part in in recent years include: Africa Alive, London Science Museum, Norwich Castle, BeWilderwood and having a planetarium in the hall! We also have residential visits in year 4 (local - 2 nights) and year 6 (further afield - 3 or 4 nights).

Swimming

Swimming is an important part of the PE curriculum. Children in Year 4 are timetabled on a rota basis to use Dereham Pool on Thursday afternoons. This takes place throughout the year with each class alternating between a PE session in school and a swimming session at the pool on a half term basis.

The following guidelines apply for swimming lessons:

- Swimming is an important part of our physical education curriculum. A child will only be allowed to miss swimming if there are genuine medical reasons
- No jewellery (including rings or studs) may be worn
- Girls are asked to wear one-piece costumes and boys, trunks.

Homework

Although not part of the in-school curriculum, what we ask the children to complete for homework helps build on and prepare for many of the things your child learns in school. Our expectations for homework are not excessive; we keep it really simple as we do not want the children to be working at home every minute of the evening!

Our homework tasks focus on some of the crucial aspects of English and maths, but there is also scope for some additional topic-based homework, should the children wish to complete any.

Our current expectations are:

Years 3 (per week) =

- **Minimum** of 3 x 15 min reading sessions
- **Minimum** of 2 x 10/15 min sessions on *TT Rockstars/Numbots**
- **Minimum** of 2 x 10/15 min sessions on *Spelling Shed**
** This homework is completed online. Y3 will not receive logins for these computer programmes until after the October half term. In the meantime, READ, READ, READ!*

Year 4 (per week) =

- **Minimum** of 3 x 15 min reading sessions

- **Minimum** of 2 x 10/15 min sessions on TT Rockstars/Numbots
- **Minimum** of 2 x 10/15 min sessions on Spelling Shed

Year 5 (per week) =

- **Minimum** of 30 mins on TT Rockstars/Numbots in total
- **Minimum** of 30 mins on Spelling Shed in total
- **Minimum** of 4 x 15 min+ reading sessions.

Year 6 (per week) =

- **Minimum** of 3 x 15 min sessions on TT Rockstars/Numbots
- **Minimum** of 3 x 15 min sessions on Spelling Shed
- **Minimum** of 4 x 15 min reading sessions
- *Homework booklets are used after October half term when Y6 revise their homework expectations*

For those children/families who would like more homework in addition to the items listed for each year group above, your child could complete a piece of work or project inspired by their current topic. This could be a piece of artwork, a model, poetry, writing, a slideshow or absolutely anything of your choice - we love to see and share what is completed! You can find what your child is studying at any time by visiting the 'What We Are Learning' tab and clicking on the relevant year group.

Uniform, PE kit and jewellery

Uniform

Our school uniform is simple and smart! We want all of the children to take pride in all they do and this includes their uniform. Our school uniform comprises of:

- Purple school jumper or cardigan
- White polo shirt, blouse or shirt (logo optional)
- Black or grey trousers (full length), pinafore dress, skirts or tailored shorts
- Lilac 'gingham' summer school dresses (white socks allowed with these)
- **Completely** black, flat-soled, sensible shoes or boots
- Black or dark grey socks or tights (not white).

No: Open-toed shoes or sandals; Leggings (tights or socks should be used with skirts); different coloured soles or logos on footwear.

Uniform can be bought from a number of places including supermarkets/online and Birds of Dereham which is located behind Halfords on Yaxham Rd. They supply both shirts and jumpers embroidered with the school badge.

PE kit

Children should come into school in their PE kits on the days they have PE. Our PE kit expectations are as follows:

- Plain white t-shirt (use a school polo shirt if you do not have one)
- Plain black shorts or
- Plain black leggings (girls)
- Trainers
- Black or navy tracksuit for colder months (school jumper can be worn instead of a tracksuit top).

*Note: branded tracksuits with **small** logos, stripes, swooshes, etc. **are** allowed as long as the main colour is black or navy, but **no** large brand names or images across tops or down tracksuit bottoms.*

No: Football kits; clothing with writing or images on (**small** brand logos are allowed – see above ‘note’).

Jewellery

We always encourage children to leave jewellery at home on school days. The only jewellery we allow in school is plain silver or gold stud earrings and watches.

All earrings must be removed or taped for PE and cannot be worn when the children are swimming. Please take this into account if you are thinking of allowing your child to have their ears pierced.

Attendance

We know that good attendance has a very positive impact on children’s success at school. Our attendance target is 97%. This means that as there are 190 days per year, children need to be in school for 185 days or more to reach that target.

Any pupils whose attendance falls below 90% will be classed as ‘Persistent Absentees’. We work closely with families of children who fall, or are at risk of falling, into this group.

The safety and well-being of our pupils is the most important part of school life, so we do need to know where your child is if they are not in school. Therefore, we ask you to phone the school before 9:00 on any day that your child is unexpectedly absent (you can phone as early as you like and leave a message on the answer machine if the office is not open). Alternatively, you can use *IRIS Reach/MyEd* and inform us of your child’s absence. Any unaccounted absences will result in us phoning you or a visit to your home if we are concerned.

Schools are only allowed to authorise absence during term time in exceptional circumstances. Should you need to take your child out of school during term time please collect a form from the school office. Please note, schools are not allowed to authorise any absence for holidays under any circumstances.

Should you need to collect your child during the day for a medical appointment, please collect a form from the school office and fill it in accordingly.

The table below shows how different levels of attendance affect your child’s education.

Attendance		Over a fortnight	Over the school year	Over 5 Years
95%	= absent for	½ day	1 ¼ weeks	½ a term
90%	= absent for	1 day	4 weeks	½ a school year
85%	= absent for	1 ½ days	6 weeks	¾ of a school year
80%	= absent for	2 days	7 ½ weeks	1 school year
75%	= absent for	2 ½ days	10 weeks	1 school year + ½ a term
70%	= absent for	3 days	11 ¼ weeks	1 school year + 1 term

Safeguarding and child protection

Our number one priority in school is ensuring our children are safe and looked after appropriately. We have a number of staff in the school who are trained to ensure that happens. Mrs Scott is the Designated Safeguarding Lead (DSL) and Mr Dack, Mrs Hathaway and Mrs Peek (both Pastoral Workers) are also fully trained alternates. Mrs Hathaway (lower school) and Mrs Peek (upper school) are our main and first points of contact. If you have concerns about the wellbeing of a child in the school, please contact one of these staff members.

Should you find yourself concerned about the conduct of a member of staff, please contact the headteacher, or in the event of a concern regarding the headteacher, contact the Chair of Governors, Mr Jaime Mallett, the Trust Safeguarding Lead or the Norfolk LADO. His contact details can be obtained from the school office.

Pupil voice

We have an elected School Council which allows children to put forward their views about issues that directly concern them. Each class has a representative who attends the regular meetings of the main council. After each meeting, feedback is given to the class.

In recent years, the school council have discussed a range of issues including snacks, playground behaviour, litter and the school toilets! They have been involved in raising funds and discussions about the school field and play equipment. Members of the school council have also been involved in interviewing and appointing staff.

As well as the school council, in recent years, pupils have played a major role in improving our environment through our Eco Council as well as monitoring and helping pupils resolve disputes via our 'Peer Mediators' programme.

If things go wrong

We want all of the children in the school to be happy and enjoy their time here. However, we do know that, on occasion, things sometimes do not run as smoothly as we would like them to. If this is the case, we want to work with you to help deal with any issues as quickly as possible. With this in mind, please get in touch with the school either via the office or by talking to your child's class teacher.

We also know that, as with all schools, bullying can take place. Thankfully, at Dereham Junior, this does not happen very often. However, if it does occur, we work proactively with all involved to put an end to it as swiftly

as possible. With bullying, as with other issues or concerns, we can only help resolve it if we are aware so please contact the school if needed. Hopefully, this will enable us to resolve any issues in a positive way.

Please remember, there is often a lot more to incidents and fallouts than your child may report. Children are children and often need help to be reminded of the whole situation or incident so, as hard as it may be, do not assume you are getting the whole story straight away!

Keeping in touch

Year group newsletters are sent out every two weeks and there is a whole school newsletter at least once every half term. As well as these, we regularly send out information which highlights upcoming events; achievements and detail what the children have been learning and enjoying. These are emailed and posted on the school website (www.derehamjunior.dneat.org) where you can find lots of information about our school.

As time has progressed we have used apps and our school website as the main means of communication. Please note, we also have a Facebook page and an Instagram account. Details for all of these can be found on our website!

We operate a parent messaging and payment service through the free Arbor 'Parent app' (links messages to the school website and enables payment to be made for anything including school meals). We highly recommend you download the app in order to keep as up to date as possible with school information.

As with any method of communication though, we can only contact parents and carers if we have their most up to date contact details. Please ensure you let us know of any updates and changes to you contact details.

Parents' evenings

In the Autumn and Spring term, we have parents' evenings for you to see how your child is progressing. In July each year, you will receive a written report commenting on your child's progress and effort.

Please feel free to contact us at any other time if you wish to discuss anything about your child's work or welfare. You can make arrangements to meet teachers by telephoning the school office.

We encourage parents to get fully involved with life in school. You are always welcome to come in and volunteer. You could listen to children read, help on trips, transport children to sporting events or maybe even do a bit of gardening – we'd love to see you!

All regular volunteers are asked to undertake a Disclosure and Barring Service check in line with the school safeguarding procedures.

Medicines in school

There are circumstances where it is necessary to have medicine in school. Medicine is only administered in school if it is a prescriptive medicine and a dose has to be taken during school hours. In these circumstances we are willing to accept responsibility for the administration on the following conditions:

- An adult must bring and collect prescribed medicine from the office - we cannot send medicine home with children

- Medicine should be brought to school (daily if necessary) and should have the prescription label with the name of the pupil and dosage on it
- The first dose should be accompanied by a completed form available from the school office
- The medicines must be left in the safekeeping of the office, and given only under supervision.
- In the case of ventilators for asthma sufferers, one named set of inhalant is kept at school by the child who is responsible for its safekeeping
- We have a small number of centrally held inhalers and spacers which are for emergency use only and taken out on trips.

The school's policy for administering medicines is available on request and is on the school website.

Admissions criteria (For full policy, including appendices, please ask the school office)

The school's admission policy allows pupils up to the agreed Pupil Admission Number (PAN) of 120 per year group.

In the case of oversubscription to this academy DNEAT have delegated the application of oversubscription criteria to the Local Governing Body.

A child who has an Education Health and Care Plan (or statement of special educational need) naming the academy is required to be admitted.

If there are more children who wish to enter school than there are places, then the following oversubscription criteria will apply in order of priority:

1. Looked after children (children in care) 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)
2. Siblings of children already at the school living in the catchment area [for the definition of sibling and catchment area refer to items 2 and 3 in the *definitions* section of the Appendix 1]
3. Residence within the catchment area of the school [for explanation of resident refer to item 2 in the *clarifications* section of Appendix 1. For explanation of catchment area refer to item 3 in the *definitions* section of Appendix 1].
4. Siblings of children already at the school living out of catchment [for definition of sibling and catchment area refer to items 2 and 3 in *definitions* section of Appendix 1].
5. Children living out of the catchment area who have a faith and / or whose parents are committed Church members and wish them to receive an education in a school with a Church of England foundation [for explanation of committed Church member refer to item 3 in *clarifications* section of Appendix 1]. They should support this application by completing the Supplementary Information Form (SIF) in Appendix 2. Within this criterion the following hierarchy will be applied:

- I. Anglican

- II. Other Christian denomination
- III. Other organised religions

6. Children of staff where:

- I. a member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
- II. the member of staff is recruited to fill a vacant post where there is a demonstrable skill shortage

7. Children who are due to transfer and live outside the area served by the school who attend a school within DNEAT at the opening date of the transfer round.

8. Resident out of the catchment area of the school [for explanation of resident and catchment area refer to items 2 and 3 in the *clarifications* section of Appendix 1]

In the event of the having to use a tie-breaker to distinguish between two or more applications of equal strength, the child living the **shortest distance** from home to school in a straight line as the crow flies route should have priority.