

**Admission Appeal Defence Statement  
Secondary School – Aylesford School  
Admission Appeal for Year 7 in September 2026**

Published Admission Number: <b>180</b>
Number of Applications received:
How many places were offered on national offer day and what is the position today: <b>180 offered, 180 accepted</b>

<b>Places Offered – (Please catalog oversubscription criteria )</b>	<b>Numbers</b>
Places offered of which:	<b>180</b>
Students with an EHCP	
Looked after Children	
Siblings	
Total number of pupils offered a place;	<b>180</b>
Rank position of last child offered a place;	
Rank position of this appellant ;	

The appeal is for a place in Year 7 for September 2026 with a PAN (Published Admission Number) of 180. We currently already have 180 assigned to that year group.

The students were admitted in accordance with the published criteria for the school. These are set out in our Admissions Policy. The school operates a waiting list for student applications in year groups that are at PAN. As soon as a place is available, we offer the place based on the over subscription criteria stated below.

We already have a waiting list of students in year 7 (2026/27) and believe the fairest way is to fill any places from this list according to our fair and transparent criteria.

The school feels we have already done all we can to meet parental choice but cannot increase any further numbers without seriously compromising quality and safety of provision.

#### **Background**

We are really pleased to serve our community and finally be a school of choice. We would like to be able to offer places to all students who want to come to Aylesford School but at this current time we are unable to provide sufficient staffing and resources.

#### **Determining Prejudice**

In reference to First stage – examining the decision to refuse admission of the Schools Admission Appeals Code; admitting additional children into the school will be prejudicial to the effective provision of education. Given the capacity of the existing facilities, teaching equipment and student support available, with a significant proportion of the school having some form of SEN; admitting additional students will affect the support given to current students.

Groups are populated based on ability profiles and are sized accordingly. The Higher Prior attaining classes have higher numbers and our nurture set has smaller numbers to improve catch up and teaching of basics in core areas. No group exceeds 30 students due to the size of the classrooms. To increase the LPA set to this number would reduce the quality of provision provided to our most vulnerable students. Having classes at maximum (30 students) means we are able to accommodate and teach all ability levels appropriately. Going over our published 180 would mean that we could not place additional students in the correct set for their ability and this would completely compromise the appropriate education of these children.

### Numbers for 2025/2026

Year Group	Published Admission Number 2025/26	Actual Nos March 2026	SEN Support	Statement of SEN/EHCP March 2025	Published Admission Number 2026/27	SEN Support	Statement of SEN/EHC Sept 2026
Year 7	180	175	38	6	180	?	?
Year 8	180	165	47	<5	180	38	6
Year 9	180	172	47	<5	180	47	<5
Year 10	180	174	38	<5	180	47	<5
Year 11	180	163	47	<5	180	38	<5
Year 12	100	47	5	<5	100	47	<5
Year 13	100	16	<5	<5	100	5	<5
Year 14	X	X	X	X	X	X	X
Total	<b>1100</b>	<b>912</b>	<b>224</b>	<b>16</b>	<b>1100</b>	<b>222</b>	<b>16</b>

### Prejudice to Year 7 Students

Current school resourcing:

Teaching groups for specialist subjects happen in classrooms designed for smaller groups. Teaching groups for the Technology subjects (Food, ICT, and Design Technology) are taught on a rotation throughout Key stage 3, and as Food Technology can cater for a maximum of 16/17 students all groups in this rotation are planned at this size. To go over this number means that a student would not be able to take part in the lesson. An extra child would prejudice the education of those already there as they may have to take it in turns to use equipment; therefore, reducing the time the existing students have to use such equipment. An extra student may mean relying on absent students to teach groups which would be unacceptable. To increase the number of groups is unaffordable as it would need new facilities and staffing. **The school does not have the funds to do this.**

As an additional child moves up through the year groups, further problems would be caused as certain GCSE option groups are limited by size. Therefore, additional students would reduce the choice available to existing students and therefore prejudice them.

### Health and Safety

Health and Safety considerations in the toilets, PE changing rooms, and technology need to be recognised. Extra numbers put pressure upon resources and increases safety risks to students already on roll. Additional students would make the use of these untenable and there are no additional facilities for changing, or additional staff to supervise changing in another part of the school.

Completed by: Headteacher Miss T Kelvie Date: March 2026

## **Oversubscription Criteria**

Aylesford School Governors have adopted the same definition of terms as used by Kent County Council. Before the application of the oversubscription criteria, children with a Statement of Special Educational Need or Education, Health Care Plan, which names Aylesford School will be admitted. As a result of this the published admissions criteria will be reduced accordingly.

If the number of preferences for the school is more than the number of places available, places will be allocated in the following priority order:

- 1. Children in Local Authority Care** or previously in Local Authority Care A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is child who is (a) in the care of the 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(a) or the Children Action 1989). Children who appear to KCC to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.
- 2. Sibling Link** – A brother or sister attending Aylesford School when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or stepsisters and foster brothers and sisters.
- 3. Distance from the school to the home**, Nearness of children's homes to school - we use the distance between the child's permanent home address and the school, measured in a straight line using National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When KCC apply the distance criterion for the school these straight-line measurements are used to determine how close each applicant's address is to the school.

If you live separately from your partner but share responsibility for your child, and the child lives at two addresses during the week, we will regard the home address as the one at which the child sleeps for the majority of weekdays.

A block of flats has a single address point reference, so applicants living in the same block will be regarded as living the same distance away from the school. In the unlikely event that two or more children live in the same block and in all other ways have equal eligibility for the last available place for the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

Any past admission trends can only be taken as a guide and not a guarantee for admission.

In a tie breaker situation, the nearness of an applicant's home to school will be the decider. If in the event more than one applicant has the same distance from home to school, as measured by the Local Authority, then a random selection will be applied.

- 1. Requests for admission outside of the normal age group** should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer

their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. Deferred applications must be made via paper CAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria.

**Supplementary Form Required:** No

Waiting lists will be maintained up to January 2027.

**Sixth Form Admissions arrangements**

Before the application of the oversubscription criteria, children with a Statement of Special Educational Need or Health Care Plan which names Aylesford School will be admitted. As a result of this the published admissions criteria will be reduced accordingly.

**Sixth Form Published Admission Number: 100**

Places in the sixth form will be given to students who have attained the following qualifications:

- For 'A' Levels: 5 9-6 GCSE grades or equivalent including English and maths. A or B (or numerical grades 6-9) grades at GCSE in the subject a student wishes to study at A Level (depending on the subject – see prospectus for details). Where there is no GCSE or equivalent course a decision will be made based on the students other GCSE grades.
- For the International Baccalaureate Career Programme: 5 A\*-C GCSEs including a grade 5 or above in **either English or Mathematics**
- For the 'Foundation year 12' students will retake English and mathematics GCSE and will study at least one level 2 or 3 vocational course. If successful students will continue in years 13 and 14 to study the International Baccalaureate Career Programme. The entry criteria for this foundation pathway is 4 GCSEs at Grade D (or numerical grades 4 and above) including English and mathematics.

After students have satisfied the academic criteria for admission into the Sixth Form places will be allocated using our oversubscription criteria above.