Admissions Policy for Mulberry Academy Shoreditch

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Version	Reviewed	Changes since last version
1		Existing
2	September 2026	Formatting changes to the document

SECTION ONE: SECONDARY SCHOOL ADMISSIONS

This policy has been adopted by the Mulberry Schools Trust from the Tower Hamlets 'Determined Admissions Policy for Community Secondary Schools 2027/2028' and will be applied to Mulberry Academy Shoreditch.

1. Introduction

Mulberry Academy Shoreditch is a successful 11-19 mixed academy located in East London.

We deliver academic excellence and provide students with unrivalled experiences, rooted in Mulberry's values and commitment to achieving the very best educational outcomes for all.

Mulberry Academy Shoreditch students thrive in a caring, supportive and nurturing environment, where they are continuously inspired, motivated and encouraged. Our commitment is to ensure that students leave us fully prepared as independent and successful young adults.

The Mulberry Schools Trust is committed to partnership with Tower Hamlets Local Authority, the council, local schools and families as well as other community stakeholders. The Trust has a track record of stepping up to support others locally if required to do so.

2. Admission Number(s)

The school has an admission number of 180 for entry in Year 7 from September 2027. The school will accordingly admit this number of pupils if there are sufficient applications. Where fewer applications than the published admission number(s) for the relevant year group are received, the Academy Trust will offer places at the school to all those who have applied.

3. Application Process

How to apply for a secondary school is set out in the 'Ready for Secondary School in Tower Hamlets' booklet. Applications are then co-ordinated on behalf of the school by Tower Hamlets Local Authority (LA) in accordance with the Authority's published scheme. The Local Authority (LA) will process applications outside the normal Local Authority process for co-ordinating school offers. This means parents/cares will need to complete your LA common application form for this school and your other choice of school.

If you live in Tower Hamlets and your child is in Year 6 (born between 1 September 2015 and 31 August 2016) you will need to make an online application via the E-admissions website for them to transfer to secondary school in September 2027. The website address for E-admissions is:

www.eadmissions.org.uk

The closing date is for applications is 31st October 2026

Offers will be made on 1st March 2027. The Ready for Secondary School in Tower Hamlets' booklet can be obtained from: Ready for Secondary School in Tower Hamlets 2026

4. Children with Education, Health and Care Plans

Children with an Education, Health and Care Plan naming the school applied to, must be placed before all other applicants (See Note 1). This process is separate from the standard admission arrangements set out below.

5. Oversubscription Criteria

A quarter of the total places available at these schools are allocated to each of four equal bands **(see 'Banding' below)**. If any of these are oversubscribed in any band, the admission criteria below will be used (in descending order of priority) to allocate places:

a. Children looked after by the local authority including adopted children who were previously looked after, children who leave care under a special guardianship or residence order and adopted children who were previously in state care outside of England **(See Note 2)**

b. Children who have a strong medical or social reason to attend the school applied to. This can include the parents', carers' or other family members' medical conditions and the family's social needs. Parents must complete the relevant section on the application form and attach medical and/or social reports from a suitable professional (e.g. a doctor or social worker) to support the application. **(See Note 3)**.

c. Children who have a brother or sister at the school at the time of admission. **(See Note 4)**.

d. Children whose parent is a member of staff who has been employed at the Trust for two or more years at the time of application and/ or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage. **(See Note 5)**.

e. Children who live nearest to the school by the shortest walking route. **(See Note 6)**.

f. In the event of oversubscription within any of the categories 2 to 5 above, priority will be given to children who live closest to the school by the shortest walking distance. A digitised ordnance survey map is used to measure the distance from the home address to the school's designated official entrance.

Should two or more children live an equal distance from the school, including instances where more than one child lives in a multi-occupancy building, the offer of a place will be decided by random allocation.

Note 1: Parents of children with an Education, Health and Care Plan (EHCP) should note that Tower Hamlet LA seeks to ensure that pupils with EHCPs do not, at secondary transfer time, become unduly concentrated in a few schools. Experience indicates that this can compromise the efficient education of children and the efficient use of resources. This means that if any particular school receives a large number of applications for pupils with EHCPs, some of these may be refused. All applications for pupils with EHCPs will be considered by the Special Educational Needs Panel.

Note 2: Confirmation of a child's looked after status will be required.

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. Parents must provide documentary evidence of both adoption and that the child was in state care for the local authority to consider.

Note 3: Applications under this category are considered by the Primary to Secondary Transfer Committee, comprising a Headteacher, a senior member of the Attendance and Welfare Service and a medical professional. The Committee will decide whether the application should be given priority under this category.

Note 4: Sibling refers to brother or sister, half brother or sister, adopted brother or sister, stepbrother or sister, or the child of the parent/carer's partner. In every case, the child should be living in the same address. The address used should be the one that the child usually lives at and attends school from.

Note 5: Priority will be limited to three places in each year. The staff applicant must complete the relevant section on the application form and attach documentation supporting admission on these grounds. It is the staff applicant's sole responsibility to provide this information. Without the provision of the relevant documents, the child will not be considered on these grounds.

Note 6: Home to school distances will be measured by the shortest walking route from the home address to the nearest available pupil entrance in constant use to the school, using a computerised digitised map.

6. Banding

The Trust has adopted the same banding policy as Tower Hamlets LA. This means we will ensure our schools take in an even balance of different ability ranges.

Where a primary school deems that it is not appropriate for a child with an Education, Health and Care Plan (complex needs) to take the banding assessment, the child will receive a nominal Band A assessment outcome and a place will be provided from the Band A quartile.

For year 6 children, both resident and out of borough who we are able to assess, their band will be determined by a digital CATS4C test. Each child will receive a non-verbal reasoning score and standardised total score on completion of the test.

The non-verbal reasoning scores for all children in the cohort will be placed in order from highest to lowest. Where there are children who receive the same non-verbal reasoning score, they will be placed in order by total standardised score and split into four equal bands of 25% (A, B, C or D) of the total test cohort, D being the highest scoring band. This means that there may be children with the same verbal reasoning score and/or total standardised score in different bands. **This is for administrative purposes only.**

The places available at each school will be divided equally across the four Bands A, B, C and D with applicants prioritised for a place within their band according to the oversubscription criteria.

Year 6 children in Tower Hamlets primary schools will take the banding assessment in school during September. Children who are unable to take the test in their primary school, and out of borough children who apply on time for Tower Hamlets secondary schools will be invited automatically to a banding test centre during November of Year 6. This may be on a school day or a Saturday, alternative dates to the one offered at the test centre cannot be guaranteed.

Where late applications for exceptional reasons are received after 31 October and they cannot be tested, these children will be automatically provided with a nominal Band B outcome and prioritised for a place according to the oversubscription criteria in that Band.

Applicants who refuse to take a digital CATS4C assessment will be prioritised for places according to the oversubscription criteria, after those who have taken the test.

If the school cannot fill all the places available in a particular band, places will be filled by applicants from adjoining bands.

Results of the banding assessment will not be available in advance of the 31 October application closing date. However, these will be made available to primary and secondary schools to support with the transition to secondary school and to share with families.

7. Exceptional Medical or Social Reasons

Where there is a very strong medical or social reason for attending a particular school priority may be given for admission. Parents must complete the relevant section on the transfer form and attach medical and/or social reports signed by a doctor or social worker to the form. These reports must be received by the closing date on 31st October 2026. The application will be considered by the LA's Primary / Secondary Transfer Committee.

8. Confirmation of Address

Parents must provide acceptable independent proof of their child's address. They must make sure that the application form they complete is accurate and to contact Pupil Services or tell their child's headteacher if there are relevant changes after it is submitted. Places may be withdrawn if false information is entered on the application form. Parents who do not provide evidence of their child's address as requested, or provide conflicting or inconclusive information, may have the place withdrawn, even if it has already been accepted. When parents live separately, the address used should be the one that their child usually lives at and attends school from. If a child lives equally with both parents at different addresses, it is the parents' responsibility to make this clear on the application form. Parents may be asked to provide acceptable proof.

9. Siblings in the same year group transferring

Where two or more siblings are in the same year group (e.g. twins), and it is the parent's wish that the siblings should attend the same school, if one sibling can be offered a place at a school, the other will automatically be offered so as not to separate them.

10. Late Applications

Applications received after the **31 October 2026** closing date will be treated as late applications unless there is evidence to show that the application or amendment could not reasonably have been made on time. A new preference or change in the order of preferences will not be accepted after the closing date unless the circumstances are deemed to be exceptional. Late applications will be given a lower priority and will be dealt with after all on time applications in the first round of offers on 1st March 2027. Where a school is oversubscribed late applications will be refused and placed on the waiting list in accordance with the admission criteria.

Where the Local Authority has determined there are exceptional circumstances for the late submission of an application it will be treated as 'on time' and, where possible, considered alongside existing applications.

11. Changing Preferences

Parents and carers may not change their preferences unless there are exceptional and genuine reasons for doing so, for example, change of address. Requests to change preferences must be made in writing giving the full reasons.

12. Waiting Lists

The LA's Admissions Service will hold the waiting lists for the Trust and its schools. Until **September 2027**, the waiting lists for each band will be kept in the following descending order of priority:

1. Children looked after by the local authority including adopted children who were previously looked after, children who leave care under a special guardianship or residence order and adopted children who were previously in state care outside of England
2. Children who have a strong medical or social reason to attend the school applied to
3. Children with a brother or sister in the school at the time of admission
4. Children of staff
5. Children living nearest the school.

If a vacancy arises, it will be offered to the first applicant on the waiting list for that band. If a school cannot fill all the places available in a particular band, places will be filled by applicants from adjoining bands.

Proximity to school will determine priority where there are competing claims to a place under each of the criteria.

Distances will be measured by the shortest walking route from the home address to the nearest available pupil entrance in constant use to the school, using a computerised digitised map.

Should two or more children live an equal distance from the school, including instances where more than one child lives in a multi-occupancy building, the offer of a place will be decided by random allocation.

From **September – December 2027**, the waiting lists are combined into one list, disregarding the bands. The order of priority for the waiting list will then be:

1. Children looked after by the local authority including adopted children who were previously looked after, children who leave care under a special guardianship or residence order and adopted children who were previously in state care outside of England
2. Children who have a strong medical or social reason to attend the school applied to
3. Children with a brother or sister in the school at the time of admission
4. Children of staff
5. Children living nearest the school.

If a vacancy arises, it will be offered to the first applicant on the combined waiting list.

Proximity to school will determine priority where there are competing claims to a place under each of the criteria.

Distances will be measured by the shortest walking route from the home address to the nearest available pupil entrance in constant use to the school, using a computerised digitised map.

Should two or more children live an equal distance from the school, including instances where more than one child lives in a multi-occupancy building, the offer of a place will be decided by random allocation.

If parents wish for their child to remain on the Year 7 waiting list **after 31 December**, they must complete an In-Year Application. Please note that transfers take place at the beginning of each term. Full details, including the timetable can be viewed on the Council website.

The order of priority for the waiting list will be:

1. Children looked after by the local authority including adopted children who were previously looked after, children who leave care under a special guardianship or residence order and adopted children who were previously in state care outside of England.
2. Children without a school place who have a strong medical or social reason to attend the school applied to.
3. Children who have a strong medical or social reason to attend the school applied to.
4. Children without a school place with a brother or sister at the school.
5. Children without a school place.
6. Children with a brother or sister in the school.
7. Children of staff.
8. Children living nearest the school.

If a vacancy arises, it will be offered to the first applicant on the waiting list.

Proximity to school will determine priority where there are competing claims to a place under each of the criteria.

Distances will be measured by the shortest walking route from the home address to the nearest available pupil entrance in constant use to the school, using a computerised digitised map. The map can be accessed through this link: https://towerhamlets.maps.arcgis.com/apps/webappviewer/index.html?id=bf6ae8259f8d484c86b3c668bfc43c1d

Should two or more children live an equal distance from the school, including instances where more than one child lives in a multi-occupancy building, the offer of a place will be decided by random allocation.

Mulberry
Schools Trust

Map of secondary schools and registered independent secondary schools in Tower Hamlets



Secondary schools

- A Bishop Challoner Catholic Federation of Schools
- B Bow School
- C Canary Wharf College Crossharbour
- D Central Foundation Girls' School
- E George Green's School
- F Langdon Park School
- G London Enterprise Academy
- H Morpeth School
- I Mulberry Academy London Dock
- J Mulberry Academy Shoreditch
- K Mulberry School for Girls
- L Mulberry Stepney Green Maths, Computing and Science College
- M Oaklands School
- N Stepney All Saints CofE Secondary School
- O St Paul's Way Trust School
- P Swanlea School
- Q Wapping High School

14-19 provision

- 1 East London Arts & Music
- 2 London East Alternative Provision (LEAP)
- 3 Mulberry University Technical College
- 4 New City College - Tower Hamlets

Registered independent secondary schools

- R Darul Hadis Latifiah
- S Jamiatul Ummah
- T London East Academy
- U London Islamic School
- V Madani Secondary Girls' School
- W Mahazirul Uloom London
- X River House Montessori School
- Y The Complete Works Independent School

Special schools

- S1 Beatrice Tate School
- S2 Ian Mikardo High School
- S3 Phoenix School

SECTION TWO: SIXTH FORM ADMISSIONS

Arrangements for Admission to Mulberry Academy Shoreditch Sixth Form

Admission to Year 12 at the school is a separate and distinct point of entry.

Entry to the Sixth Form will be in accordance with the Admissions Criteria set out in the Mulberry Schools Trust Secondary Admissions policy which will be reviewed annually by the governors.

Mulberry Academy Shoreditch is an inclusive Sixth Form. 350 students may be admitted each year in to Year 12. The Sixth Form will comprise of two-year groups. The Sixth Form in each of its two years will be comprised of up to 350 students in Year 12 and 300 students in Year 13.

We celebrate diversity and embrace the unique talents and backgrounds of each individual. We firmly believe that diversity enriches our learning environment and prepares students to succeed in an increasingly interconnected world.

We believe that education is not just about acquiring knowledge but also about fostering a sense of belonging and community. Our Sixth Form embodies this philosophy, offering a supportive and inclusive environment where every student can thrive and reach their full potential. We celebrate diversity and embrace the unique talents and backgrounds of each individual. We firmly believe that diversity enriches our learning environment and prepares students to succeed in an increasingly interconnected world.

Our inclusive ethos ensures that every voice is heard and valued. With a track record of outstanding destinations, we provide a rigorous and stimulating learning environment that will challenge and inspire you to achieve your best. Whether you're aiming for top grades or aspiring to pursue further studies at prestigious universities, our dedicated teachers and comprehensive support network will ensure you have the tools and resources to succeed.

How to apply

Our application form is online. We encourage you to apply as soon as possible.

What courses can I study?

A-Level	Art
	Biology
	Business
	Chemistry
	Classical Civilisation
	Computer Science
	Criminology
	Drama and Theatre
	Economics
	English Literature
	French

	Further Mathematics
	Geography
	History
	Law
	Mathematics
	Physical Education
	Music
	Physics
	Politics
	Psychology
	Religious Studies
	Sociology
	Spanish

Level 3 Vocational	Applied Science
	Business
	Health and Social Care
	Sport
Level 2 Vocational	Public Services
	Work Skills
	Health and Social Care
Level 2 GCSE	Resit English
	Resit Mathematics

Are there entry requirements for courses?

In order to study an A-Level course, you will need five GCSEs grade 5 or higher, including English and Maths. Some subjects require minimum grades based on the specifications of the courses. If you intend to study a Level 3 Vocational course, you will need a minimum of 5 GCSE grades 4-9.

External students will be presented a conditional offer based on the following:

- Your GCSE grades meet our entry requirement.
- A satisfactory or commendable reference from your school. If we do not receive a reference, we may not be able to offer you a place at Mulberry Academy Shoreditch Sixth Form.
- Mulberry Academy Shoreditch Sixth Form has the right to withdraw your offer if we have any concerns regarding your academic qualifications or reference.
- An interview with you and your family.

Routines and Procedures in our Sixth Form

1. Regular attendance and punctuality are essential for academic success and personal development. Students are expected to arrive on time at 08:35AM for all classes and activities. If you are unable to attend due to illness or other circumstances, it is important to notify the Sixth Form office as soon as possible on 020 7920 7900.
2. Your timetable outlines your classes, tutorials, and any extracurricular activities or enrichment sessions you may have. Make sure to familiarise yourself with your timetable and keep it handy for reference.
3. As ambassadors of Mulberry Academy Shoreditch, Sixth Form students are expected to adhere to a smart and professional dress code. Details regarding the dress code will be provided to you upon enrolment.
4. In addition to scheduled classes, Sixth Form students are expected to dedicate time to independent study and coursework. Study periods are provided throughout the week for this purpose, and students are encouraged to use this time productively to work on assignments, research, and revision.
5. Teachers may assign homework and coursework to reinforce learning and develop independent study skills. Make sure to manage your time effectively and complete assignments by the specified deadlines.
6. We value your feedback and input. Your opinions and suggestions are important to us, and we encourage you to actively participate in evaluations, surveys, and student forums to help us continuously improve our Sixth Form experience.

Learners with SEN and Disability

We are committed to providing a supportive and inclusive learning environment for all students, including those with Special Educational Needs (SEN) or disabilities. Here's how we support learners with SEN or disabilities:

1. We recognise that each student is unique, with their own strengths, challenges, and learning styles. To ensure that every student receives the support they need to succeed, we create individualised support plans in collaboration with the student, their parents/carers, and relevant professionals. These plans outline specific accommodations, interventions, and support strategies tailored to the student's needs.
2. We have a dedicated Special Educational Needs Coordinator (SENCO) who oversees the provision of support for students with SEN or disabilities. The SENCO works closely with teachers, support staff, and external agencies to coordinate support services and ensure that students' needs are effectively met.
3. We provide access to a range of specialist support services, including educational psychologists, speech and language therapists, occupational therapists, and specialist teachers. These professionals work collaboratively with the SENCO and teaching staff to assess students' needs, provide targeted interventions, and monitor progress.
4. Our teaching staff are trained in inclusive teaching and learning practices to ensure that lessons are accessible and engaging for all students. We employ a variety of teaching methods, instructional materials, and assessment strategies to accommodate diverse learning needs and preferences.
5. We regularly monitor students' progress and review their individualised support plans to ensure that they are making satisfactory progress and that their support needs are being

met. We involve students, parents/carers, and relevant professionals in the review process to gather feedback and make any necessary adjustments to support strategies.

6. We provide transition support for students with SEN or disabilities as they move from Key Stage 4 to Sixth Form and from Sixth Form to post-school destinations, such as further education, employment, or independent living. This may include transition planning, preparation for exams and assessments, and guidance on post-school

Beyond the Classroom

Personal Development

Through the Mulberry Academy Shoreditch Sixth Form, or the MAS6 Diploma, students will develop the skills necessary to be successful, growing their character to be responsible, resilient, and ready to learn in a way that empowers students to become independent students, critical in their thinking, informed in their choices and confident in their ability to succeed in the modern world. The MAS6 Diploma will provide the framework through which form tutors can guide, steer and define the student's provision, overseen by the Head of Sixth Form, Deputy Head of Sixth Form and Head of Year. Each student's MAS6 Diploma will be bespoke and relative to their strengths, areas for development and targets.

Extra-Curricular Activities

Beyond the core curriculum, enrichment provides students with opportunities to explore diverse interests, fostering a sense of curiosity and passion for learning. These activities, which can range from participating in clubs and competitions to engaging in community service and internships, not only enhance academic knowledge but also cultivate crucial life skills such as communication, teamwork, and problem-solving.

Enrichment experiences expose individuals to a broader worldview, encouraging them to think critically and adapt to new situations. Moreover, they play a vital role in developing well-rounded and socially aware individuals, nurturing qualities like empathy, cultural awareness, and a sense of civic responsibility. Enrichment activities contribute not only to personal development but also to building a vibrant and dynamic educational community. By embracing a variety of enrichment opportunities, individuals are better equipped to navigate the complexities of the modern world, pursue their passions, and become active contributors to society.

Further details

If you have any enquiries about our Sixth Form admissions process, curriculum offerings, extracurricular activities, or anything else related to life at Mulberry Academy Shoreditch, please don't hesitate to reach out to us.

Our dedicated team is here to provide you with the information and assistance you need to make informed decisions about your future.

Feel free to email us at mas-sixthformadmissions@mulberryacademyshoreditch.org or call us on 020 7920 7900, and we'll be happy to help.