

BLESSED TRINITY RC COLLEGE

Welcome to

Blessed Trinity RC College

Additional Information Booklet

Welcome to Blessed Trinity

Dear Parent

Thank you for considering Blessed Trinity RC College for your child's education. We believe that we are blessed by God with amazing children, dedicated staff and world class facilities. We are part of God's creative process, fulfilling the potential of each individual.

Our rigorous curriculum stretches our most able and supports our most vulnerable. The academic pathway prepares our pupils for the best universities.

We have extremely high standards regarding behaviour, uniform and attendance. We are a strict but happy community. Our parents appreciate the robust approach that we take to the small but important details of school life.

At Blessed Trinity, we provide a wealth of extra-curricular experiences to inspire our pupils. We have an outstanding record for sport at local, county and national level. Also the largest cohort in Burnley participating in the Duke of Edinburgh Award Scheme. Our pupils have amazing opportunities, by using our purpose built theatre, recording and dance studios to participate in the arts.

I am delighted to welcome you to Blessed Trinity and I do hope that you want to be part of our optimistic and flourishing community.

Yours sincerely

Deborah Williams
Headteacher

Romero Catholic Academy Trust

SPORTS COLLEGES

humanities



Our Vision Statement

The Governors of Blessed Trinity are committed to ensuring that the school becomes a flourishing centre of life-long Catholic learning, dedicated to inspiring and forming young people, who are not only academically accomplished, but who are spiritually alert, culturally developed and able to contribute effectively as Christians in the communities in which they live.

Blessed Trinity will be a school which:

- affirms that the educational process is a genuine Christian journey toward perfection;
- upholds a clear, life-enhancing vision of Catholic moral and social teaching, centred on prayer, worship and the Gospels, where the importance of the family and the crucial role of parents are whole-heartedly supported;
- becomes a community that values and practises tolerance, respect and concern for others;
- provides a truly caring, safe and supportive environment in which every young person in the school community is valued and encouraged to grow in Christ, developing to his or her full potential;
- strives to achieve the highest possible academic standards, taking into account the ability and needs of each pupil;
- equips its pupils with the broad-based skills, knowledge and Christian vision to enable them to become responsible adult citizens who have a living faith and a clear understanding of their duties as Christians;
- is outward looking and positive, actively encouraging participation in the wider community and in the Burnley Learning Partnership;
- invests in developing its staff and resources effectively, encouraging life-long learning;
- promotes excellence in every aspect of school life through the setting of clear standards combined with effective monitoring, reviewing and the recognition of the need for continuous improvement.

Mission Statement

A summary of our vision statement is encapsulated in our mission statement:

Love God, Serve Others, Work Hard, Value All.



Religious Life

Our Catholic faith is at the very heart of our school community and is therefore central to everything that we do. Every member of our school community is encouraged to live according to the values of Christ, reflecting love, justice, forgiveness and concern for those in need.

Meaningful prayer takes place throughout the day and liturgical events are celebrated with masses and assemblies throughout the year. The Faith life is run by our Lay Chaplain Mr Preston. We have a thriving extra–curricular life with residential and non-residential retreats forming a key aspect of this work. The Lay Chaplain is supported in his work by the RE department, Pupil Mission Leaders, the local Clergy and Burnley Building Bridges who enable our pupils to explore and reflect on our relationships with our own and other Faiths in the local community.

Religious Education is part of the core curriculum and is studied by all pupils up to GCSE level. In line with the Catholic Directory a comprehensive study of both Catholic Christianity and other major world religions are central to the RE syllabus.

Learning Support

The school welcomes pupils of a wide range of abilities and aims to ensure that all are able to realise their aspirations. Following the Special Education Needs (SEND) Code of Practice, procedures are in place to identify pupils' special educational needs. To make sure our SEND pupils receive appropriate help and support, they are assessed and monitored. Parents are encouraged to take part in this procedure. Blessed Trinity works with external agencies, to receive appropriate interventions, for example, Educational Psychologists and specialist advisors.

The department has a very experienced team of Learning Support specialists who support pupils in curriculum learning, mentoring and social and emotional issues. Teachers review pupil progress on a termly basis. Pupils, parents and Learning Support staff are encouraged to take an active part in this process and to work with teachers to remove barriers to learning and to enable all pupils to reach their full potential.



Progress

Pupil progress is a key focus in school. Our skilled staff monitor pupils' performance in every lesson, to support learning and challenge pupils to achieve their full potential. Twice a year, pupils prepare for key assessments, and these inform the progress reports that are sent to parents/carers following their mid-year and end of year assessments. Parents/carers are also invited to attend a Progress Evening at least once per year, to discuss their child's progress and attitude to learning directly with class teachers. In addition, parents/carers are always welcome to contact school to discuss their child's progress at any stage during the year.

In Key Stage 3, pupils are set in the following subjects: English, Humanities, Science (including Computer Science), Modern Foreign Languages, Mathematics and Religious Education. Decisions about sets are made initially using Key Stage 2 data. At the end of autumn and summer term, there are assessment points. Pupils' attainment is reviewed again, and an achievement panel meets to discuss assessment data and consider potential set moves.







Curriculum

Literacy

Reading At Home:

> **Every child does careful, meaningful, independent reading every week.**

Our pupils' success will be defined by their ability to read fluently and skilfully. Reading for pleasure is a vital indicator of a young person's future success – more than their family circumstances, their parents' educational background or their income. We want to see more young people, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them.

Literacy Initiatives At Blessed Trinity

At Blessed Trinity we want to create a culture where reading is a priority for everyone. All pupils are part of our Sparx Reader programme which motivates, monitors, and manages pupil reading practice. Research-based guidelines, goal-setting features, and tools for matching pupils with appropriate texts promote individualised reading practice that is shown to optimise academic growth.

Through form time activities pupils are introduced to the 'Root Word of the Week' and engage in lively topical debates through our 'Register and Read' programme.

There are numerous competitions, trips and events connected to the library with the aim of encouraging greater participation in reading, all in the spirit of promoting literacy and good reading habits that will last a lifetime.

Our school aims to provide a broad, balanced and relevant curriculum in order to promote academic excellence and develop the potential of the individual.

Key Stage 3

In addition to the core subjects of English, Mathematics, Religious Education and Science, pupils study Art, Dance, Drama, Geography, History, Computing, Modern Languages, Music, Physical Education and Technology. PHSE is taught during Form Time and collapsed timetable days, in addition to its delivery across the full curriculum.

Key Stage 4

All pupils study the core subjects of English, Mathematics, Religious Education and Science. They also choose from a number of options suited to their academic ability and interest. Most will choose three option subjects and are given advice and guidance throughout the process.

PHSE is taught during Form Time and collapsed timetable days, in addition to its delivery across the full curriculum.

Option subjects currently include:

Computer Science	Design & Technology	Fine Art
French	Geography	Heath and Social Care
History	Hospitality and Catering	Information Technology
Music	Music Technology	PE
Performing Arts	Photography	Spanish
Sport and Coaching Principles	Triple Science	

The school regularly reviews its option subjects. Depending on pupil need and availability, pupils may also be offered the opportunity to study additional extra-curricular GCSEs and for some, their option pathway will allow for extra time for help and support with English and Mathematics.

We also offer a 'future success' pathway for some pupils. This pathway offers a combination of school classes including, Mathematics, English, Science, RE, IT, Work Skills and Functional Skills.

Homework

Learning at home is an essential part of good education. Regular homework is important. It gives pupils the opportunity to practise the tasks done in class and contributes towards improving a range of important skills. All homework for pupils is set using "Arbor". This is an online homework calendar which provides a simple way for pupils and parents to find out about homework instructions, support material and deadlines set by teachers. It allows parents the opportunity to see when homework has been set and when it needs to be submitted. All pupils and parents receive log in details which allows access to all homework from many electronic devices.







Rewards

The school operates a rewards system to positively recognise, reward and celebrate the success of our pupils. Merits are awarded for, amongst other things, positive attitudes to learning, perfect uniform, excellent homework, courtesy and respect and contribution to the community including participation in extra-curricular activities. The number of merits earned will determine whether a pupil achieves bronze, silver, gold, platinum or diamond status. Hard work is recognised and celebrated. We also reward; star of the week, form of the week, attendance, and individual subject award each term. We hold events for pupils with zero behaviour points, including film events and the Headteacher's Tea Party. We celebrate excellent progress and other achievements annually at our Junior Awards evening.

Attendance

At Blessed Trinity RC College, regular attendance is seen as essential for all pupils to make the most of their educational opportunities and to be able to foster strong relationships with staff and peers. We monitor attendance at school and in lessons very closely, making great efforts to establish good communications and a close partnership with parents. Year Leaders, Assistant Headteachers and the Attendance and Punctuality Team are all responsible for ensuring that pupil attendance is strong and for supporting families where necessary.

As a parent, it is your legal responsibility for making sure your child attends school regularly (at least 95%) and on time. There may be times when your child must miss school, for example, due to sickness, family bereavement or for a hospital appointment. On such occasions, we ask that you inform school immediately by telephoning 01282 506200 and selecting the attendance option, or by emailing either **attendance@btrcc.lancs.sch.uk** or **dhope@btrcc.lancs.sch.uk**. Alternatively, you may register an absence using the Arbor Parent app. A call will usually be made to check in with all families in these cases. Absences due to illness require an appointment card or a note from your GP. If your child is late to school due to a dental appointment or similar, they will need to show an appointment card.

From 1 September 2013, Headteachers are no longer permitted to authorise any leave of absence during term time unless they are satisfied that there are exceptional circumstances. This relates to all requests for leave, not just requests for a family holiday. Please be mindful of the above legislative changes when planning future holidays. Please ensure you check the holiday list on our school website each year as not all schools follow the same pattern. A holiday leave request form is available on the website.

All absences come at a price. Children missing school may not be able to keep up with academic work. In a busy school day, it is difficult for your child's teacher to find the extra time to help them to catch up.

> **"Missing two weeks in each year at 95% attendance will mean that over your child's school life they will miss almost one term of education."**

School Day

Time of the day	September 2026
8.45am - 9.20am	Registration | Form Tutor Groups
9.20am - 10.15am	Period 1
10.15am - 11.10am	Period 2
11.10am - 11.30am	Break
11.30am - 12.25pm	Period 3
12.25pm - 13.20pm	Period 4
1.20pm - 2.10pm	Lunch
2.10pm - 3.05pm	Period 5
3.05pm - 3.15pm	Form

Transport

Details of bus routes to the school are available from reception. At present there are buses leaving from:

- Harle Syke via Hillingdon Road and Eastern Avenue
- Padiham Road via Clifton Farm
- Padiham Road (Dovedale Close) via Cog Lane, Centenary Way and Brunshaw Road
- Hapton Inn via Lowerhouse and Glen View Road
- Todmorden Bus Station

For information parents should contact:
School Travel Line 0300 123 6738

For queries regarding the BT1 Todmorden Bus Service:
School contact: M Magee, mmagee@btrcc.lancs.sch.uk
School number: 01282 506200



School Uniform

Wearing uniform will be very much a part of what it means to be a pupil at Blessed Trinity. The uniform for pupils is simple and smart and gives pupils a sense of belonging to the school.

> "The school sets high expectations regarding uniform and appearance."

Girls

- Royal Blue Blazer with school embroidered logo and braid
- Plain white shirt, tucked in neatly
- Clip-On Tie worn with top button fastened
  - **Year 7-10:** Royal blue with gold stripes featuring an additional coloured stripe to represent their form group
  - **Year 11:** Gold and royal Blue striped tie
- Grey all round pleated skirt or mid-grey or black trousers (no tight-fitting fashion trousers or jean style with buckles)
- Plain grey knee socks or black opaque tights. Socks must not be over the knee
- Plain black school shoes not trainers
- Optional: Grey V-neck jumper or cardigan with navy/gold stripes– no zips, logos or motifs
- Shoes must be plain black only. No logos, stripes, high heels, canvas or boots of any type. Trainers are not acceptable footwear

PE Kit

- Navy round neck t-shirt with school logo or navy and yellow football shirt with school logo
- Navy shorts/navy skort/navy leggings/ navy tracksuit bottoms with school logo
- Navy/gold socks
- Trainers

Optional

- Navy half zip top with school logo (no hoods)
- Navy rain jacket with school logo
- Gum shield

General Appearance, Jewellery and Make-Up

Not allowed:

- Jewellery including earrings
- Make-up and nail varnish
- Piercings or stretchers - pupils are not permitted to cover piercings with plasters Piercings must be removed
- Fake tan and semi-permanent make up (including eyebrows)
- False nails and false eyelashes are not permitted
- Hoods or caps must not be worn at any time - the only exception to heads being covered will be on health, medical or religious grounds

Any pupil wearing make-up/nail varnish will be asked to remove it with products supplied by the school. Pupils will not be allowed to attend lessons if the uniform offence is unable to be rectified with products supplied by school. If any item of jewellery is seen on a pupil, it will be confiscated and handed to reception and only returned to a parent.

Hoodies are not permitted anywhere in school.

There is a detailed Uniform Policy available on the school website or on request from reception.

Boys

- Royal Blue Blazer with school embroidered logo and braid
- Plain white shirt, tucked in neatly
- Clip-On Tie worn with top button fastened
  - **Year 7-10:** Royal blue with gold stripes featuring an additional coloured stripe to represent their form group
  - **Year 11:** Gold and royal blue striped tie
- Mid grey or black tailored trousers (no tight-fitting fashion trousers or jean style with buckles)
- Plain black or grey socks
- Plain black school shoes not trainers
- Optional: Grey V-neck jumper or cardigan with navy/gold stripes - no zips, logos or motifs
- Shoes must be plain black only
- No logos, stripes, high heels, canvas or boots of any type. Trainers are not acceptable footwear

PE Kit

- Navy round neck t-shirt with school logo or navy and yellow football shirt with school logo
- Navy shorts with school logo
- Navy/gold socks
- Trainers

Optional

- Navy tracksuit bottoms with school logo
- Half zip top with school logo (no hoods)
- Navy rain jacket with school logo
- Gum shield
- Football boots

Mobile Phones

Mobile phones are classed as a banned item between the start and end of the school day. The school recognises that the use of mobile phones when travelling to and from school can reassure parents regarding personal safety. Therefore, we provide a specially purposed locker with individual space for all pupils to leave their mobile phone safely throughout the day. If pupils choose to bring a mobile phone into school, they must switch it off and lock it away at the beginning of Form Time each day. Pupils will be dismissed back to form rooms before the end of the school day to collect their phone. Pupils will not be allowed to have a mobile phone on their person, in school, after Form Time. If a pupil is found to have a mobile phone, it will be confiscated and only returned to a parent / carer through reception.

Support For Pupils

Our dedicated team of Form Tutors and Year Leaders are at the heart of pastoral care in school, offering support in different capacities for all pupils in our care. We provide support for all our pupils with varying emotional, social and behavioural needs (or indeed none) in school and with the guidance/support of external agencies, where appropriate. Our pastoral care is centred on nurturing our pupils to become the best version of themselves both academically, spiritually and emotionally to ensure that throughout their journey in school, and there on after, they become well-rounded individuals equipped with the skills to succeed.

Bullying

We have a clear policy on bullying which states that bullying is not tolerated at Blessed Trinity. We believe that bullying can affect us all and that we share a responsibility to do all that we can to prevent and combat it. Any child worried about bullying is encouraged to talk to a member of staff, our anti-bullying ambassadors or parents. We make it easy to report any incidents of bullying, prejudicial language or child on child incidents at Blessed Trinity by giving pupils a range of ways to inform us, including through a link on our website. All reports of bullying will be recorded and acted upon appropriately. Please see the school website for an abridged version of the school's policy and procedures on bullying.

Safeguarding

Blessed Trinity RC College is committed to safeguarding and promoting the health and welfare of all pupils. All staff will be vigilant to protect the children in our care. Any cause for concern will be immediately reported to a Designated Safeguarding Officer or the Designated Safeguarding Lead. The school policy and 'Keeping Children Safe in Education' will be followed. A full version of the school's safeguarding policy is available on request.

Pupil Voice

We believe it is important to listen and respond to feedback from our pupils. Regular opportunities are provided to seek pupil voice. In addition, the school has a very active School Council which comprises representatives from each year group. This forum allows pupils to articulate their views and revise policies for the good of the whole school community.

Extra-Curricular Life

We believe that a greater sense of belonging and respect for others can be achieved through extra-curricular activities. These can have a great impact on a young person's life, often unlocking less evident talents and raising self-esteem. The range of activities is diverse and tailored to meet the needs of all our pupils including lunch and after-school sports (e.g. cricket, basketball, badminton, football, hockey, netball, rugby, running, and table tennis), the Duke of Edinburgh Award scheme, Young Enterprise, literary and poetry festivals, debating competitions, art projects, KS3 Science Club and Chess Club. Clubs extend a pupil's knowledge and skills beyond the curriculum whilst team activities enhance loyalty, confidence and responsibility. Pupils are also offered opportunities to express their creative talents in a variety of school productions, such as: 'Grease', 'High School Musical', and 'Annie'.





Blessed Trinity
RC College

ADMISSION NUMBER 250

Closing date for applications: **31 OCTOBER 2026**

Offer date for places: **1 MARCH 2027**

This policy will apply to all admissions into year 7 for the academic year 2026-27. The Catholic Academy listed above is under the Trusteeship of the Diocese of Salford. They are founded by and are part of the Catholic Church and seek at all times to be a witness to Jesus Christ. Religious education and worship are in accordance with the teachings and doctrines of the Catholic Church. This does not affect the right of parents or carers who are not of the faith of this Academy to apply for and to be considered for places, applications are welcome from all parents and carers, regardless of faith or background, who would like their children to be educated in a Christian environment. However, we ask all parents or carers applying for a place to respect this ethos and its importance to the Academy community.

Romero Catholic Multi Academy Trust is the admission authority for all the Academies in the Trust and is responsible for determining the admissions policy. On behalf of the Trust the admissions process is coordinated by the relevant Local Authority.

All decisions relating to admission applications will be taken by the local governing body of the Academy applied for.

Application Procedure and Timetable Applications must be made on the Common Application Form provided by your home Local Authority. Applications must be made to your home Local Authority by the national closing date of 31st October 2026.



In addition, all applicants wishing to apply for a place under a faith criterion should provide evidence of Catholic baptism or full communion with the Catholic Church. A supplementary form (attached to this policy) should be completed and returned to the school, together with the required evidence by the national closing date of 31st October 2026 to each Catholic Academy for which a preference has been specified.

If you do not provide the additional required evidence for ranking in the faith criteria and return it by the closing date your child will be ranked in a lower admissions category and this may affect your child's chances of being offered a place.

1. ALL APPLICATIONS – HOW PLACES ARE ALLOCATED

The Local Authority forward details of all applicants to the relevant Academy local governing body. Using the information provided, each Academy local governing body draws up a ranked list using the oversubscription criteria listed below. The Local Authority then allocates places on behalf of the Academy up to the admission number (250). When a place can be offered at more than one of the Academies or schools listed on your application, the Local Authority will offer a place at the highest preferred Academy or school where a place is available.

2. ADMISSION OF PUPILS OUTSIDE NORMAL AGE GROUP

Parents may seek a place for their child outside of the normal age group for example if the child is exceptionally gifted and talented or has experienced problems such as ill health. It is anticipated that children will be educated out of their normal age group in only a small number of very exceptional circumstances. Should you wish to seek a place for your child outside of their normal age group you should still make an application for an Academy place for your child's normal age group and you should also submit a request for admission out of the normal age group and you should also submit a request for admission out of the normal age group at the same time, following the procedure set out by your home local authority.

In addition to taking into account the views of the head teacher, including the head teacher's statutory responsibility for the internal organisation, management and control of the Academy, the Academy local governing body will take into account the views of the parents and of appropriate medical and education professionals. A decision will then be made on which age group the child should be admitted considering the circumstances of each case and the best interests of the child. Once that decision has been made the

oversubscription criteria will be applied to determine if a place can be offered at the Academy. Your statutory right to appeal against the refusal of a place at an Academy for which you have applied is unaffected. However, the right to appeal does not apply if you are offered a place at the Academy but it is not in your preferred age group. The Academy is not required to honour a decision made by another admission authority on admission out of the normal age group. Dependent on place of residence parents/carers should consult their relevant home Local Authority website for full details of the admissions process, including information on the admissions cycle.

3. LATE APPLICATIONS

Late applications will be administered in accordance with the Local Authority Coordinated Admissions Scheme. You are encouraged to ensure that your application is received on time.

4. IN YEAR APPLICATIONS – APPLICATIONS DURING THE ACADEMY YEAR

In-year admission is the process of applying for a school place during the school year. Any applications for the intake made after the start of the Autumn term will be treated as an in-year application. The in-year admission process is managed by the school. Parents are required to complete the in-year application form, which is available from the school website. Where a place cannot be secured, parents will be offered a legal right of appeal to an independent appeal panel. The school/academy is responsible for the administration of the appeals process. The appeal form is available from the school website (www.btrcc.lancs.sch.uk). If your application is refused, parents have a statutory right to appeal (see 'Appeals' below). The appeal should be lodged within 20 working days after the date of your refusal letter.

5. APPEALS

Parents/carers have a statutory right to appeal if a child is not offered a place. This should be done by writing to the school setting out your grounds for appeal no later than twenty working days after the decision letter has been received. The appeal will be arranged on behalf of the school's local governing body by the appointed organisation and will be heard by an independent panel. The decision of the panel will be binding on the school.

6. FAIR ACCESS PROTOCOLS

Local Authorities are required to have Fair Access Protocols to make sure that unplaced children especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admissions number to schools that are already full. The Fair Access Protocol is operated by the Local Authority within which they are located.

7. APPLICATIONS FOR TWINS AND MULTIPLE BIRTH PUPILS

In cases where there is one remaining place available and the next child on the Waiting List is one of a twin or of other multiple birth groups, then both twins (or all the siblings in case of multiple births) will be admitted even if this means that the Published Admission Number will be exceeded as long as the schools local governing body decides that the education of pupils in that year group will not be detrimentally affected.

8. FRAUDULENT INFORMATION

If the allocation of a place has been made based on fraudulent or intentionally misleading information, the governors reserve the right to withdraw the place.

9. OVERSUBSCRIPTION CRITERIA

Where a school has more applications than places available the schools local governing body will draw up a ranked list based on the criteria listed below and will allocate places accordingly. Pupils with an Educational Health and Care Plan (EHCP) (see Note 1) which names the school will be admitted.

This will reduce the number of places available. Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order: (First priority in each category will be given to siblings (see note 4) that is, children who will have older brothers or sisters attending the school in September 2026).

1. A baptised Catholic 'looked after child' or a baptised Catholic child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order, including those who appear to this admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Baptised Catholic children who have a sibling in the school at the time of application and admission.

3. Baptised Catholic children from the Primary Schools listed on Appendix 1.

4. Other baptised Catholic children.

5. 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, including those who appear to this admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

6. Non-Catholic children who have a sibling in the school at the time of application and admission.

7. Children with a parent or carer who has been employed at the school for a minimum of two years prior to the closing date for applications.

8. Non-Catholic children from the Primary Schools listed in Appendix 1 page 2 of the Determined Admissions Policy for Catholic Secondary Academies in Romero Catholic Multi Academy Trust.

9. Children with a parent/carer who regularly worships in a church which is in full membership of Churches Together in England or the Evangelical Alliance. Confirmation in writing from an appropriate Minister of Religion is required as evidence.

10. Non-Catholic children attending any other Catholic school.

11. Any Other Pupils.

10. HOME ADDRESS

It is the parental address which will be used in applying the admission criteria. This means that, when stating your choice of school or academy, you should give the parental/guardian address at the time of application. Where a child is part of shared parenting arrangements, the address where they spend most of their time at the time of application, will be used. The address of childminders or other family members who may share in the care of your child should not be quoted as the home address.

11. WAITING LISTS

If your child has been refused admission, a waiting list is available where priority will be given according to the above criteria based on the information provided at the time of application. The waiting list will be open until 31 December of the relevant year. In the event of oversubscription within any criterion allocation of places will be decided on distance measurements supplied by the Local Authority (see below).

12. DISTANCE MEASUREMENT

The distance criterion will be used as the tie breaker if there is oversubscription within any of the admission criteria; it is a straight line (radial) measure. If Governors are unable to distinguish between applicants using the published criteria (e.g. Siblings, those living the same distance from home to school, or families residing in the same block of flats) places will be offered via a random draw. The distance measure is a straight-line measurement (radial) between the applicant's home address points and the address point of the school (co-ordinates provided by ordnance survey data).

13. NOTES (THESE FORM PART OF THE OVERSUBSCRIPTION CRITERIA)

1. An Education, Health and Care Plan (EHCP), is a plan made by the Local Authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.

2. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to an Academy.

3. 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 arrangement order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.

4. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order'.

   As an order appointing one or more individuals to be a child's special guardian.

   A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to

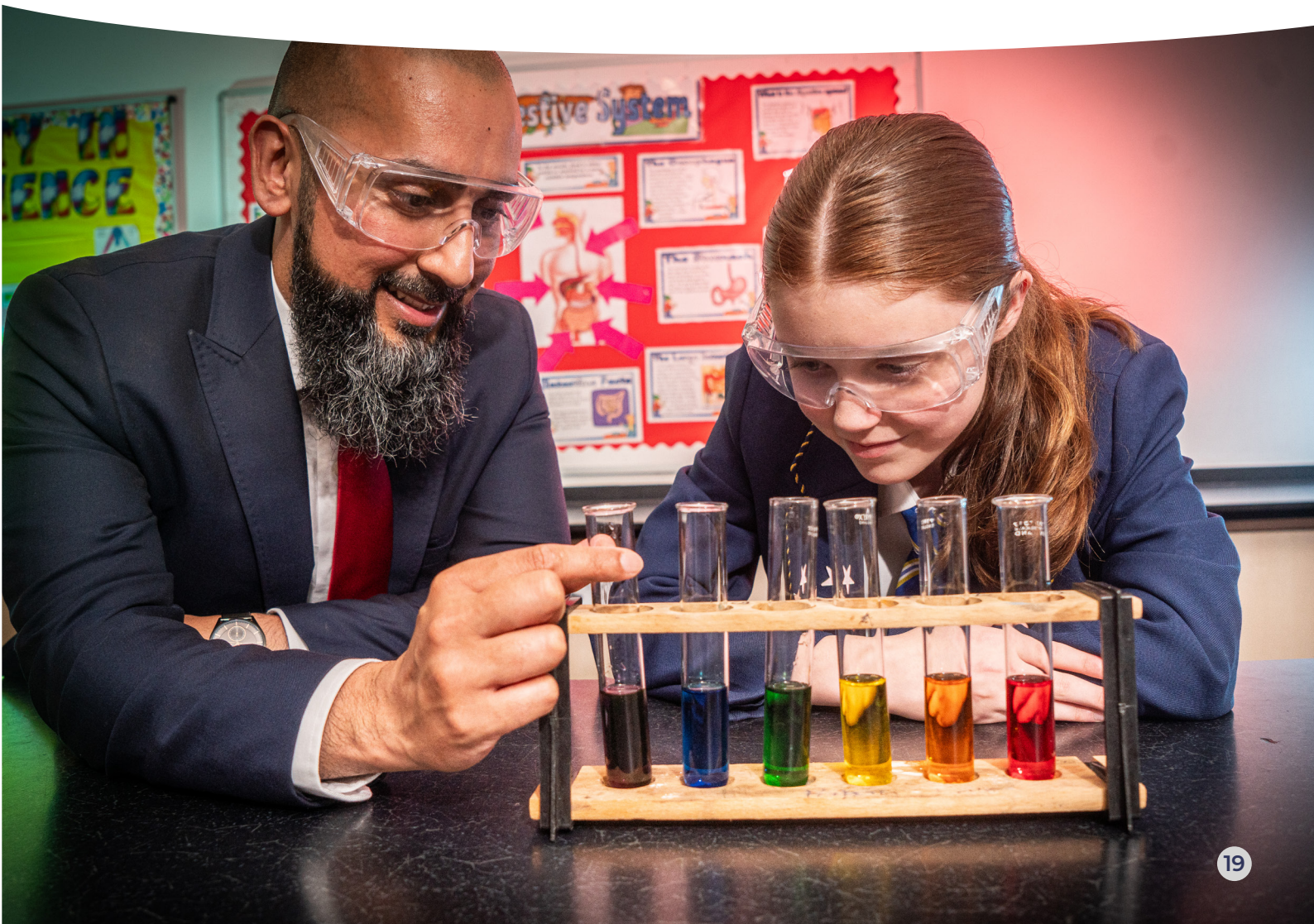
benefit society.

5. ‘Catholic’ means a member of a Church in full communion with the See of Rome. This will be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into full communion with the Catholic Church signed by a Catholic Priest and stamped with the parish stamp. For the purposes of this policy, it includes a Looked after Child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (i.e. a Looked after Child in the process of adoption by a Catholic family).

   For a child to be ranked as Catholic within the oversubscription criteria evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest.

6. Definition of Sibling: 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 where the child for whom the school place is sought is living in the same family unit at the same address as that sibling and is in attendance at the same school on the date of admission.

7. Churches Together in England see http://www.cte.org.uk/Groups/234772/Home/Contacts/Member_Churches_list/Memb Applicants seeking admission under criteria 5 will be required to produce a baptismal certificate or a letter confirming their baptism.





BLESSED TRINITY RC COLLEGE

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RC College

A Voluntary Academy

Romero Catholic Academy Trust

www.btrcc.lancs.sch.uk

01282 506200

Ormerod Road, Burnley, Lancashire, BB10 3AA

Blessed by God

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