



# POLICY COVER SHEET

## ADMISSIONS POLICY

**Last Reviewed** – October 2021

**Next Review** – October 2022

**Review Information** – Annually or following a change in legislation

Read and signed by

Richard White, Chair of Managing Council

Date:

# POLICY REVIEW

## REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
V8	HM	October 2021		HM

## DOCUMENTS & GUIDANCE REFERED TO IN REVIEW

Document/Guidance	Date
The Equality Act, 2010 and schools, 2014	

## APPENDIX INFORMATION

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# ADMISSIONS POLICY

***This is the admissions policy for Polwhele House including the Early Years Foundation Stage. It is published on our website for parents of current and prospective pupils as per ISI Guidelines.***

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

With consideration to The Equality Act, 2010, the school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability, race and ethnicity, sex, religion/belief or learning needs (including children with EAL), of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The School's policy is to conduct its admission on a fair and non-discriminatory basis. We are committed to inclusivity and are committed to removing obstacles for all pupils undertaking our admissions process. We welcome pupils with special educational needs or with physical disabilities to apply for admission and will comply with our legal and moral responsibilities throughout our admissions process.

The school asks parents to complete a form, which includes questions on disability, in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Facilities and support for some disabilities may be beyond our current capacity and parents should consult the school's accessibility document (Accessibility Plan). This shows the ways in which we aim to make the school progressively more accessible to disabled pupils.

## Admissions Process

- When a parent applies to the school for their child's admission, every child over five years of age is invited into school for at least a morning or a day to see if the school will suit their needs and to ensure they are correctly placed.
- In Pre-prep, they are assessed in the classroom, being given relevant tasks including reading, arithmetic and writing. In Y2 they may be given a published reasoning test along with a general maths paper and a reading assessment.
- In the Prep School, the child stays all day and during that time will read, write and complete tasks staff feel are relevant to making a decision as to whether this is an appropriate school. They will also be observed on relevant maths tasks.
- Alongside the academic indicators, we consider whether it seems likely that the child will integrate well and will benefit from the broad curriculum.
- A full report may be requested from the child's current school to reinforce our decision.
- Children between 3 and 5 are invited into school for several familiarisation visits to determine whether the school is right for them, and how many sessions they should attend per week in their first term; this is done in consultation with the Nursery/Reception teachers.
- Pupils do not automatically move from the Nursery into Reception, or from the Pre-prep into the Prep. If it is felt that the education provided will not meet the child's needs, the child is placed elsewhere at that stage. This would always be after a lengthy period of consultation with parents.

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**Reviewed:** May 2010, July 2011 (DM), May 2012 (SMT), May 2015, March 2017, September 2019, September 2021, October 2021

**Review date:** Annually, according to the school's policy review cycle