



ADMISSIONS POLICY FOR THE PRE-PREPARATORY SCHOOL

Authority and circulation

1. This policy has been authorised by the Directors of Great Ballard School. Its status is advisory only. It is addressed to prospective Parents and pupils and to all members of the teaching and administration staff.

Policy statement

2. **The aim of this policy:** to identify and admit children who will benefit socially and educationally by being at Great Ballard.
3. **Equal treatment:** we welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.
4. **Disability and Special Educational Needs:** the School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Procedures

5. **Summary:** our admission procedure has three elements:-

- 5.1. Teacher assessments;
- 5.2. References from previous school;
- 5.3. Disability assessments (if applicable).

6. **Entry points:** these procedures apply at the main point of entry in Reception and also to candidates for occasional vacancies in any other year group.

7. Teacher Assessments

- 7.1. After an initial visit, if parents wish to apply for a place at the School, then a day assessment is arranged in addition to a formal written application for a place.
- 7.2. For places in the Pre-Prep and years Reception to Class 2, the class teacher assesses the child using Pre-Prep assessment material relevant to when the assessment takes place e.g. if the child visits in the spring term, the autumn term assessment will be used.
- 7.3. Child to be assessed by class teacher in a quiet place not the classroom.
- 7.4. Cover for the class teacher's class would need to be made available on a day assessment visit, therefore advance planning and notice of a visit is vital.
- 7.5. The one to one assessment would take no longer than an hour, the optimum time for this being from 10.45 a.m. to 12.00, allowing the child to settle in and have had a playtime and refreshments.
- 7.6. The Head of Learning Support would see all new children visiting for day assessment for 20 – 30 minutes during their day visit.

- 7.7. The Head of Learning Support would assess the child using her own assessment materials.
- 7.8. Previous school records and school contact details to be requested before the day the assessment takes place.
- 7.9. The assessment materials are to be selected from those used for end of term assessments for each year group.
- 7.10. Assessment for day visits will always have an independent written task, number work, spelling and reading tasks. These tasks will not be teacher led to allow for the child's own capabilities to be reflected.
- 7.11. The formal written application for a place will highlight any relevant previous school information/talents/ disabilities/medical concerns including medications currently taken/language concerns e.g. English as a second language/family situation and other relevant points to be taken into consideration. The Head of Learning Support plays a central role in seeing this information as well as being involved in any day assessment visits, as accommodating learning support would impact on her department if needs cannot ordinarily be met by the class teacher.
- 7.12. The day assessment would focus on the formal one to one assessment, the Head of Learning Support's assessment, observations within the class when the child joins in the daily timetable and observations of the child at social times like in the dining room and playing outside.
- 7.13. Observations and assessments by the Head of Learning Support, the class teacher and the Headmaster and the previous school records to form the basis of a decision to offer the child a place the School.
- 7.14. The offer of a place to be based on the above and whether the child will benefit socially and educationally by being at Great Ballard. Places may be offered to children who may need learning support (parents to be told of the final implications of this) if the Head of Learning Support and others feel that the School can reasonably provide it alongside other children currently having help. The School may be able to offer a child benefits that are not merely based on academic achievement, although a minimum level of numeracy and literacy is required. This will be reflected in the written and verbal one to one assessments.
- 7.15. If a child is offered a place, the parents are to be notified in writing.

- 7.16. If a child is not offered a place the parents are to be notified in writing.
- 7.17. The child's progress will be reviewed regularly (see handbooks) and at the end of each term an assessment will be made as to whether the child/School are fulfilling their obligations. A child's place may be withdrawn (with due notice) if this is not reckoned to be the case.
8. **Candidate's age:** very occasionally, we may offer places to pupils one year ahead or behind their standard year group, if we consider, as a matter of professional judgement, that this would be in the best interests of the pupil and the School.
9. **Special circumstances:** we recognise that a candidate's performance may be affected by particular circumstances, for example:-
- 9.1. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
- 9.2. If there are particular family circumstances such as a recent bereavement;
- 9.3. If there is a relevant educational history, for example education outside the British system;
- 9.4. If the candidate has a disability or specific learning difficulties;
- 9.5. If English is not the candidate's first language.

In any of these cases, we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence or details from the pupil's current school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment.

10. **Disclosures:** parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.
11. **Additional factors:** the School is oversubscribed. If we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration has been given, we may give preference to:-
- 11.1. A child who already has a brother/sister in the School or whose parent is a former pupil here
- 11.2. A child whose parent is a current member of our staff

11.3. A child with a particular skill, talent or aptitude.