



ADMISSIONS POLICY

1 AUTHORITY AND CIRCULATION

This policy has been authorised by the Governing Council of Red House School ('the School'). It is addressed to prospective parents and pupils and to all members of the teaching and administration staff.

POLICY STATEMENT

2 AIMS

The aims of this policy are:

- 2.1** To ensure compliance with the School's charitable purposes. The School has a Christian ethos and is a selective school for boys and girls aged 3-16.
- 2.2** To identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community. Where applicable, we will only admit a candidate who has met the academic criteria.

3 EQUAL TREATMENT

The School welcomes 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 race (including ethnic or national origins, colour or nationality), religion or belief (including lack of belief), sex or sexual orientation. The School's Admissions Policy reflects the School's approach towards equality. Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.

4 RELIGIOUS ETHOS

The School has a Christian ethos and it is expected that all children entering the school will attend:

- School assemblies
- Routine School services – Harvest Festival, Carol Service, etc
- Religious Studies

5 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 Children and Families Bill 2014, SEND Code of Practice 2014 and the Equality Act 2010 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.

6 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.

7 SELECTION

The School is academically selective. The curriculum provided in the Senior School leads to pupils taking GCSEs in 9 or 10 subjects. The relatively small size of the School necessitates teaching being targeted at

those pupils who have the ability to achieve Grade 4 or better at GCSE. There must, therefore, be a reasonable expectation that pupils joining the School have the ability to cope with this curriculum – or have the potential to 'catch up' within a year of joining. Parents will be made aware well in advance if it is emerging that the curriculum on offer in the Senior School is clearly not appropriate for their child. The Headmaster will work with parents to arrive at the correct way forward in these circumstances.

8 ENTRY POINTS

These procedures apply at the main points of entry (and also to candidates for occasional vacancies in other year groups) with the exception of the Nursery where entry is subject only to the availability of a place.

School Overview

The Nursery & Reception, also known as the Early Years Foundation Stage (EYFS) and Years 1-4 together form The Junior School. Years 5-11 (pupils aged 9- 16) constitute The Senior School.

EYFS

Children are admitted into Nursery from the start of the term in which they attain their third birthday. There is no assessment for entry into Nursery or Reception, though entry will be dependent upon the availability of places. Children attending the EYFS will automatically be registered to enter Year 1. Proceeding into Year 1 is dependent upon a satisfactory assessment during the Spring Term of the Reception year.

Years 1-4

Entry of pupils into Years 1-4 of the Junior School follows an assessment by the Head of Junior School on numeracy, literacy and social skills

Years 5-11

Entry of Year 5-11 pupils is through assessment by the Headmaster. A reference will also be requested from a child's current school. Assessment takes the form of standardised verbal, non-verbal, spacial and quantitative reasoning tests that are completed on a computer. Applicants will also be expected to write an essay.

9 INTERVIEWS

In all cases there will be a general interview to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the school.

10 THE ADMISSION OF CHILDREN PART-TIME TO THE NURSERY SCHOOL

Nursery children follow the EYFS programme of learning and the majority of pupils attend on a full-time basis (8.45am–3.15pm). A limited number of part-time places are available but parents should be aware that children who attend part-time may be unable to participate in the full range of activities which the school offers.

Parents are advised to discuss their requirements with the Head of the Junior School. It is recommended that all children attending the Nursery in the summer term before entering Reception, attend full time in preparation for the full school day in Reception.

11 ADMISSION DECISIONS

The Headmaster makes the final decision on all entries and in exceptional circumstances may override the decision of the Head of Junior School. This decision is still subject to the review mechanism available to the parents of unsuccessful candidates outlined below.

Decisions may be exercised by the Headmaster that Red House is not the right school for a particular child. For example:

- evidence that a child is not suited to the academic programme provided by the School
- evidence of social/behavioural problems
- evidence that parents are not supportive of the aims of the School
- evidence of other problems that would make it difficult for the child to cope with the School

The parents of unsuccessful candidates are entitled to request a review of the Headmaster's decision. They should make representations to the Chair of School Council using the School's Complaints Procedure.

12 ADDITIONAL FACTORS

In general, places in the School are filled on a first come first serve basis. In some circumstances, however, such as the entry of external candidates to Year 7 which is academically competitive, there are more applicants than available places. 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:

12.1 a child who already has a brother/sister in the School or whose parent is a former pupil here

12.2 a child whose parent is a current member of our staff

12.3 a child with a particular skill, talent or aptitude

However, priority for a place cannot be ensured if a completed registration form has not been received by the School. Applications for places for siblings must therefore be sent to the School as soon as possible, ideally soon after the child is born. The Headmaster may, in exceptional circumstances, and in agreement with the Chair of School Council, override the normal entry requirements. The School does not select on the basis of socio-economic background, and has implemented a Bursary Policy as part of its strategy to widen access. Parents of children who are considering applying to the School are encouraged to have regard to the Bursary Policy during the application process. In all cases, however, the Headmaster must have a reasonable expectation that either the full fees, or the agreed contribution where a financial award has been made, can be paid on a regular and sustained basis.

Although the School may give preference to children in accordance with the additional factors noted above, parents who are new to the School can reasonably expect to have confirmation that their child has a place at the School well in advance of the entry date. Once this confirmation has been given, the place cannot subsequently be given to the sibling of an existing pupil.

13 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.

14 SPECIAL CIRCUMSTANCES

We recognise that a candidate's performance in assessments may be affected by particular circumstances, for example:

- 14.1** If he/she is unwell when taking tests or has had a lengthy absence from his/her school
- 14.2** If there are particular family circumstances such as a recent bereavement
- 14.3** If there is a relevant educational history, for example education outside the British system
- 14.4** If the candidate has a disability or specific learning difficulties
- 14.5** 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.

Reviewed by K D James
Ratified by the Management Committee of School Council
November 2018