



ADMISSIONS POLICY

This policy relates to all sections and activities of the School e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities.

1 AUTHORITY AND CIRCULATION

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

2 AIMS

2.1 The aims of this policy are:

- 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.
- 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 ETHOS

3.1 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 (RS) lessons.

4 EQUALITY, DIVERSITY, INCLUSION AND SEND

4.1 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. Please refer to the School's Equality, Diversity and Inclusion Policy for further details.

4.2 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.

4.3 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.

4.4 The School is inclusive and welcomes applications from candidates with disabilities and special educational needs (SEND). However, the School's facilities for children with certain disabilities or special educational needs are limited but the School will do all that is reasonable to comply with its duties and responsibilities under the Equality Act (2010) in order to accommodate the needs of candidates who have disabilities for which, with reasonable adjustments, the School can cater adequately. Please refer to the School's SEND Policy for more details.

4.5 If the candidate has any special educational needs, learning difficulties or a disability, parents must notify the School at registration or subsequently before accepting the offer of a place, and provide full written details, including a copy of all reports prepared by an Educational Psychologist or other appropriate specialist where available.

4.6 The School needs to be aware of any particular requirements which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School.

4.7 The School shall determine the reasonable adjustments that are required for the candidate based on the information provided, in accordance with the School's obligations under equality legislation as explained above.

4.8 The School staff will assess the candidate's needs and consult with parents about the adjustments which

can reasonably be made to ensure that the admissions procedure is accessible for the candidate and that the School can provide adequately for them should an offer of a place be made.

- 4.9** Similarly, if SEND become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

5 DISCLOSURES

- 5.1** Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, and disabilities or learning difficulties.

6 SELECTION

- 6.1** The School is academically selective.

- 6.2** The curriculum provided in the Senior School leads to pupils taking GCSEs in between 9 and 11 subjects.

- 6.3** 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.

- 6.4** 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 Head will work with parents to arrive at the correct way forward in these circumstances.

7 ENTRY POINTS

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

7.2 School Overview

The Nursery & Reception, also known as the Early Years Foundation Stage (EYFS) and Years 1-5 together form the Junior School. Years 6-11 (pupils aged 10-16) constitute the Senior School.

7.2.1 EYFS

Children are admitted into the Nursery from 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. In exceptional cases, entry into Year 1 may not be automatic; for example, where a child has not achieved any of their Early Learning Goals. In these rare situations, a full discussion of options will take place with parents, class teacher and the Head of the Junior School. This discussion will take place before the end of the Spring Term.

7.2.2 Years 1-5

Entry of pupils into Years 1-5 of the Junior School follows an assessment by the Head of Junior School on numeracy, literacy and social skills.

7.2.3 Years 6-11

Entry of Year 6-11 pupils is through assessment by the Head. 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 complete a Maths and an English paper.

8 INTERVIEWS

- 8.1** 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.

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

- 9.1** Nursery children follow the EYFS programme of learning, and pupils attend on either a part time or full-time basis (8.45am–3.15pm).

- 9.2** 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.

- 9.3** Parents are advised to discuss their requirements with the Head of the Junior School and the EYFS Coordinator.

- 9.4** 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.

10 ADMISSION DECISIONS

- 10.1** The Head 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.

10.2 Decisions may be exercised by the Head 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.
- Evidence of any other issues or requirements which the school could not make reasonable adjustment for.

10.3 The parents of unsuccessful candidates are entitled to request a review of the Head's decision. They should make representations to the Chair of the Board of Governors via the School.

11 ADDITIONAL FACTORS

11.1 In general, places in the School are filled on a first come first serve basis.

11.2 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.

11.3 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:

- A child who already has a brother/sister in the School or whose parent is a former pupil here.
- A child whose parent is a current member of our staff.
- A child with a particular skill, talent or aptitude.

11.4 However, priority for a place cannot be ensured if a completed registration form has not been received by the School.

11.5 Applications for places for siblings must therefore be sent to the School as soon as possible, ideally soon after the child is born.

11.6 The Head may, in exceptional circumstances, and in agreement with the Chair of the Board of Governors, override the normal entry requirements.

11.7 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.

11.8 Parents of children who are considering applying to the School are encouraged to have regard to the Bursary Policy during the application process.

11.9 In all cases, however, the Head 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.

11.10 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.

12 CANDIDATE'S AGE

12.1 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.

13 SPECIAL CIRCUMSTANCES

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

- If the candidate is unwell when taking tests or has had a lengthy absence from his/her school.
- If there are particular family circumstances such as a recent bereavement.
- If there is a relevant educational history, for example education outside the British system.
- If the candidate has a disability or specific learning difficulties.
- If English is not the candidate's first language.

13.2 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: Dr R Ashcroft
November 2023

Ratified by: The Management Committee of the Board of Governors
November 2023