



Policy 15A - Admissions Policy
Including EYFS

(Review annually from 2015)

Date	Reviewed by	Date approved SMT	Date approved Governors	Next review date
May 2021	P Oldroyd	30.05.21	Category 2 Policy for 23.06.21 Court meeting	May 2022 for June 2022 Bridewell Court Meeting

Contents

1	GENERAL.....	3
2	THE ENTRY PROCEDURE & ASSESSMENT PROCESS.....	3
	Early Years Foundation Stage	3
	7+ (Year 3 entry).....	3
	11+ (Year 7 entry).....	4
	Entry into other year groups.....	4
	International applicants	4
4	SPECIAL CIRCUMSTANCES.....	4
5	ADDITIONAL FACTORS.....	4
6	OFFER OF PLACES	5
7	PROGRESSION THROUGH THE SCHOOL.....	5
8	EQUAL OPPORTUNITIES	5
9	ENGLISH AS AN ADDITIONAL LANGUAGE	5
10	DISABILITY AND SPECIAL EDUCATIONAL NEEDS.....	5

1 GENERAL

Barrow Hills School is an independent, co-educational, Christian day school for children from ages 2 to 13. Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We very much hope that you and your child will visit our school. We hold a number of Open Events, which give a general introduction to the school. Details are published on our website. We are also very happy to welcome prospective parents and their children at other times. Please contact our Registrar on +44 (0)1428 681032 or email on registrar@barrowhills.org to arrange a visit.

2 THE ENTRY PROCEDURE & ASSESSMENT PROCESS

Early Years Foundation Stage

Our first entry point is Nursery. Dependent on the month the child is born, pupils start on or after their second birthday, at the most appropriate time of the year. This would usually be at the beginning of a term or half term.

Registrations for a potential place are accepted from birth. Deposits are called in advance of entry. Places are offered on a first come, first served basis. Priority is given to siblings/children of families currently at Barrow Hills School and alumni, in line with the assessment procedures outlined below.

To begin with, children usually attend for morning sessions only although full-time places are available. In Nursery, children should attend a minimum of two morning sessions; once a child is ready, afternoon sessions can be added. Following Nursery, children then feed into Kindy where morning and afternoon sessions are available. In Kindy, children build up their attendance throughout the year in preparation for full time schooling in Reception.

Attendance in both classes can be reviewed throughout the year and increased half-terminally.

Before a formal written offer is made to children joining Kindy, we invite them for a taster session where they will be observed by an appropriate member of staff.

Full time education begins in Reception; children entering the School from this point are assessed for entry. Children in our Kindy are usually guaranteed a place in Reception and, as a result, places only become available at this stage to new entrants if spaces are available. In some cases, where a child is unlikely to thrive with the normal provision and procedures, which are the custom and practice at the School, a place in Reception may not be offered to a current Kindy pupil.

7+ (Year 3 entry)

Registrations for these places are accepted from birth. Prospective children are invited to school for a taster day. This is the School's opportunity to assess in English and maths (incorporating short tasks and observations by the appropriate class teacher during a typical school day). This ensures a standard of behaviour which meets our expectations and ensures that a pupil will be able to cope with the academic curriculum and life at the school. The children may also meet our Director of Teaching and Learning or be assessed by our Head of Learning Support (or another appropriate member of the school's staff), should it be deemed necessary, to help make decisions for entry. We also request a copy of the child's most recent school report and references will be requested from the child's current school ahead of the taster day. Offers are made at the discretion of the Head. Once an offer of a place is made, a deposit is required to secure it.

11+ (Year 7 entry)

Barrow Hills School welcomes children into Year 7. Prospective children are invited to school for a taster day. They will be assessed in English and maths and additionally may meet with our Head of Learning Support and Director of Teaching and Learning, should this be deemed necessary. In some cases, particularly where standardised data is available from a prospective child's current school, it is not deemed necessary for a child to complete these assessments. Standards of behaviour should meet our expectations and the School should feel confident that a prospective pupil will be able to cope with the academic curriculum (Common Entrance) and life at the School. We also request a copy of the child's most recent school report and references will be requested from the child's current school ahead of the taster day. Offers are made at the discretion of the Head. Once an offer of a place is made, a deposit is required to secure it.

Entry into other year groups

Where spaces are available in other year groups, prospective pupils are invited for a taster day and assessment as outlined in the 7+ entry above. References will be requested from a child's current school and offers will be made at the discretion of the Head.

The School's academic year falls between 1st September and 31st August of the following year and we place children accordingly. In some circumstances the School may consider a more appropriate year group.

International applicants

In the case of international pupils applying for a place, it may not always be possible (although preferable) for a child to attend a taster day. In some cases, assessments are sent to a child's current school to be completed in controlled conditions. In other cases, particularly where standardised data is available from a prospective child's current school, it is not deemed necessary to request a child completes these assessments. Contact will also be made with the child's current Head to request recent school reports and a reference. An offer of a place will then be made at the discretion of the Head.

4 SPECIAL CIRCUMSTANCES

It is recognised that an applicant's performance may be affected by particular circumstances, for example:

- If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
- If there are particular family circumstances, such as recent bereavement;
- If there is a relevant educational history;
- If the candidate has a disability or specific learning difficulty;
- If the candidate's first language is not English.

In such circumstances, further information may be required, such as a medical certificate or an educational psychologist's report. Any relevant correspondence from the applicant's school is welcomed. This could include a letter from the Head Teacher or samples of written work.

5 ADDITIONAL FACTORS

If it proves necessary to decide between two or more candidates who meet the admission requirements after all appropriate allowances and special consideration have been given, preferences may be made according to the following additional factors:

- A child who has a sibling presently in the School;
- A child whose parent is a former pupil of the School;
- A child with a particular skill, talent or aptitude;
- A child whose parent is a serving member of staff.

6 OFFER OF PLACES

Offers should be accepted within four weeks of receipt of it.

After that time, the right is reserved to offer the place to other candidates on the waiting list. Parents are required to sign a Contract which sets out clearly the basis on which the offer of a place at the School has been made and is being accepted.

Parents will be asked to pay a deposit upon acceptance of a place.

In all matters regarding admissions, the Head's decision is final.

7 PROGRESSION THROUGH THE SCHOOL

Progression through the school is dependent on a child continuing to meet the minimum academic standard and the school being able to meet any additional needs which arise after a child is admitted to the school. Any concern about a child's progression will be discussed with parents and support given to find an alternative school should this become necessary.

8 EQUAL OPPORTUNITIES

The School operates an equal opportunities policy, whereby children are not **inappropriately** discriminated against on the grounds of gender, race, religion, sexual orientation, cultural or linguistic background.

Although Barrow Hills School is a Christian school, we do not select for entry on the basis of religious belief. However, parents who decide to send their children to the School must accept the Christian ethos. Parents should not seek admission for their children unless they are prepared to support the traditions and routines of the School. Parents should be aware that there are services of collective Christian worship such as the Easter Service, Nativity and Carol Service on certain days of the year, the assemblies have a Christian theme, and that all children are expected to attend.

9 ENGLISH AS AN ADDITIONAL LANGUAGE

Additional language support **may need to be** provided at parents' expense for those who require it to help them to access the appropriate curriculum. The School will consult with parents, as appropriate.

10 DISABILITY AND SPECIAL EDUCATIONAL NEEDS

The School has limited facilities for the disabled and will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2010 and with regard to the 2014 SEN Code of Practice to accommodate the needs of any applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School must be made aware of any known disability or special educational need which may impact upon the child's ability to take full advantage of the education provided by the School. Parents of a child who has a disability or special educational need should provide the School with full details in writing at the time of registration. Thus the School can assess

the needs, consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admissions process and time at School. If special educational needs or a disability become apparent after registration, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.