

Admissions Policy 2019-20

Review Date: Sept 2020



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1 **Aims**

- 1.1 This is the admissions policy of St Christopher's School (the **School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to set out the particulars of the School's policy on and arrangements for admission to the School;
 - 1.2.2 to describe how the School identifies and admits children who will benefit from the education and other opportunities available at the School and who will contribute to and benefit from the ethos and activities of our School community;
 - 1.2.3 to ensure compliance with the School's responsibilities under the Equality Act 2010.

2 **Scope and application**

- 2.1 This procedures set out in this policy apply at each of the main points of entry to the School and also to candidates for occasional vacancies in any other year group.
- 2.2 The procedures set out in this policy do not apply to existing pupils who are progressing through the School.

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Equality Act 2010
 - 3.1.6 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.7 SEND Code of practice: 0 to 25 years (DfE and Department of Health, January 2015).
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 **Children missing education (DfE, September 2016)**; and
 - 3.2.2 **School attendance (DfE, November 2016)**.

4 **Publication and availability**

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy, on request, from the School office.
- 4.3 A copy of the policy is available for inspection from the Head during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Responsibility statement and allocation of tasks

- 5.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 5.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Headteacher	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Headteacher	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Headteacher	As required, and at least annually
Formal annual review	Proprietor	Annually

6 Equality, diversity and disability

- 6.1 All candidates for admission will be treated equally, irrespective of their or their parents' race, sexual orientation, religion or belief, pregnancy or maternity, sex, gender reassignment or any disability. Candidates will also be treated equally in respect of their parents' age, sex or marital or civil partnership status.
- 6.2 The School is inclusive and welcomes applicants with disabilities and special educational needs. The School currently has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under 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.
- 6.3 Parents of a child who has any disability or special educational needs should provide the School with full details on registration. The School needs to be aware of any particular requirements which may affect a child's ability to participate in the admissions procedure and to take full advantage of the education provided at the School.
- 6.4 The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation. The School will consult with parents about the adjustments which can

reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the child should an offer of a place be made.

7 Procedures

- 7.1 A prospectus is available to parents on request and can either be collected in person or posted out to the prospective parents. This contains information about the School, photographs and contact details.
- 7.2 To register for a place, parents are required to complete a registration form which is available on the School's website and to pay the applicable registration fee. Pupils may be registered for entry at any time after their birth.
- 7.3 Prospective pupils and their Parents are encouraged to attend one of the School's open mornings or are welcome to arrange a tour of the School at another time. Parents should contact the School Office to make an appointment to see the Head Teacher or the Head of EYFS as appropriate, in order to discuss their application. No child is admitted until personal contact has been made.
- 7.4 **Entry points:** The following procedures apply at each of the main points of entry and also to candidates for occasional vacancies in any other year group.
- 7.5 **Admissions procedure:** The School's admission procedure has three elements:
- 7.5.1 entrance assessments;
 - 7.5.2 interviews; and
 - 7.5.3 references.
- 7.6 **Entrance assessments:** These are as follows:
- 7.6.1 • 2+ - The school carries out an assessment of attainment under the Early Learning Goals
 - 7.6.2 • 4+ - The school carries out an assessment of attainment under the Early Learning Goals. It also focuses on elements of the Early Learning Goals which determine whether that child can access the school's challenging Reception curriculum
 - 7.6.3 • 7+ - Standardised Score Tests are carried out to determine whether the child can access the school's challenging curriculum; • and
 - 7.6.4 • for admission to other year groups, the School sets its own tests in certain core / option subjects as appropriate.
- 7.7 **Assessment Day:**
- 7.7.1 In all cases there will be a general assessment day 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.
- 7.8 **Reference:** The Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the School community, talents and interest, and any other special circumstances such as special education needs, or a disability.

8 Admissions criteria

8.1 The admissions criteria are:

8.1.1 success in the relevant entrance assessments; and

8.1.2 satisfactory assessment day feedback; and

8.1.3 a positive confidential reference from the applicant's present school (if applicable); and

8.1.4 commitment to the School's ethos as described in the School's aims.

8.2 We reserve the right to restrict the offer of places to children who we feel can benefit from the broad and varied curriculum offered and make a positive contribution to the School community.

8.3 Where a child requires teacher support or resources which the school cannot reasonably provide, the school reserves the right to require the parent to fund or pay for these resources or teaching support.

8.4 All candidates must have the legal right to live and study in the UK

8.5 **•Oversubscription for entry at any age** : If the School has more applicants than places available, we offer places in the following order of priority: (1) Children of staff within the Inspired Learning Group; (2) Siblings of current or former pupils, and; (3) all other pupils in strict order of registration. Please note that admission is not automatic and the candidate must meet the admissions criteria.

8.6 It is assumed that pupils will automatically progress through the School, subject to him / her meeting the required standards of behaviour and progress.

9 Training

9.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

9.2 The level and frequency of training depends on role of the individual member of staff.

9.3 The School maintains written records of all staff training.

10 Record keeping and confidentiality

10.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

10.2 A confidential admissions record will be kept for each candidate.

10.3 Admission register

For pupils admitted to the School, the School will:

10.3.1 maintain an admission register; and

10.3.2 inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points

in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

- 10.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

Signed:

Amit Mehta



Appendix A: Admission Process Chart:

ADMISSIONS PROCESS CHART:

PROCESS	RESPONSE	ACTIONED BY	Form
Initial contact by parent	Take as many details as possible (listed on Personal Details Form) Name/Address/Phone/Email/Child Age etc How did you hear about us?	Receptionist	1
	Send Prospectus and personalise covering letter (as much as possible)	Receptionist	
	Add to tracking sheet under ENQUIRIES TO BE CHECKED AND ACTIONED WEEKLY ON A MONDAY	Receptionist	2
1 Week later FIRST Follow Up after sending Prospectus	DIRECT CONTACT by Telephone or Email and offer to book a Tour of the School by the Headmaster or further details required? Diarise and advise Headmaster	Receptionist	2
School Tour with Head	Head to book in Taster Day , before parents depart Follow Process of Interview and tour -Receptionist to welcome, Interview, Records and reports, Identify needs, Tour, Receptionist to take details and see out	Head	3
2 weeks later SECOND Follow Up	Book Assessment Day, if not already taken (within the week) Samples of work taken. Assessments data reviewed by staff to ensure prospective student has achieved a satisfactory level of attainment, can access the school curriculum and meets Assessment entry criteria.	Receptionist And Staff And Head	2

PROCESS	RESPONSE	ACTIONED BY	Form
3 weeks later THIRD Follow Up	Telephone and email to confirm outcome of Assessment Day	Receptionist	2
4 Weeks later	Head Follow-up Phone or email	Head	4
PLACE OFFERED	LETTER SENT to Confirm Place Offered in writing. Deposit and registration required Term's fees in advance as required	Receptionist	5
APPLICATION Form submitted	Confirm all details and register initial deposit/application payment	Receptionist	
Welcome	Welcome to our school letter HEAD	Head	
PRIOR to child's first day	Send out "Welcome to your New School" letter from Class Teacher, with filled in details of child's classmates/teachers name/buddy etc	Receptionist Teacher	
First Week First Month	Morning Tea with new parents, letter to new parents and PTA to welcome new families	Receptionist Head	