

# Heathfield House School

## Admissions Policy

### **Authority and circulation**

This policy has been authorised by the proprietors of Heathfield House School (the School). Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff. Pupils are expected to follow the 'Keys to Success' (the school rules) and general school conduct to behave appropriately. A misbehaviour and exclusion policy is available on request. This policy relates to the entire school including EYFS.

### **Policy statement**

The main aims of this policy are:

- To ensure compliance with the Education (Independent Schools Standards) (England) Regulations. The School is for pupils aged 4-11 years.
- 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. We will only admit a child who has met the relevant criteria.

### **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.

### **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 Disability Discrimination Act 1995 as amended by the *Special Educational Needs and Disability Act 2001* in order to accommodate the needs of the 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 needs 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 need 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 Entry points:** These procedures apply at the main point of entry: 4+ and also candidates for occasional vacancies in any other year group.

**Entry at 4+:** At 4+ entry is by reference to the order in which registrations are received on to the School's waiting list subject to preference being given to those children with siblings already in the School. Early registration is therefore recommended.

**Entry at 5+:** Our admissions procedure for entry at 5+ has four elements

- entry tests;
- Interview;
- Character references;
- Disability assessments (if applicable).

**Entry tests at 5+** these are as follows: Candidates take common papers in Mathematics and English set by the school. Candidates may also spend a half day in the classroom and attend an interview with the Headteacher or Proprietor.

**Character reference:** Where applicable the Headteacher 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.

**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.

**Special circumstances:** We recognise that a candidate'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 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.

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.

**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.

**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:-

A child who already has a brother/sister in the School

On order of registration received by the school;

A child with a particular skill, talent or aptitude

Reviewed August 2020 by Pauline Williamson