

# Buckingham Preparatory School

*'Together we nurture, we inspire, we achieve'*



## A1- Admissions Policy

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Headteacher (Lorraine Cavanagh)	Feb 2014

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Headteacher (Sarah Hollis)	October 2015
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<b>Sarah Hollis</b>	<b>Sept 2019</b>

**Approved by Governing Body : October 2018**

# BUCKINGHAM PREPARATORY SCHOOL

## ADMISSIONS POLICY FOR PRE-SCHOOL, RECEPTION, INFANTS AND JUNIORS

**Revised: April 2018 (to be reviewed in April 2019)**

**This policy applies to EYFS, Infants and Juniors**

### **Buckingham Preparatory School policies**

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Accessibility Policy
- Equal Opportunities Policy
- SEND Policy

**Buckingham Preparatory School considers applications for all places regardless of race, gender, colour, religion or disability.**

#### **Pre School Admissions**

##### **Policy statement**

It is our intention to make our setting accessible to children and families from all section of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

##### **Procedures**

- We ensure that the existence of our setting is widely advertised in places accessible to all section of the community.
- We ensure that information about our setting is accessible, using simple English, in written and spoken form and, where appropriate, provide in different community languages and in other formats on request.
- We arrange our waiting list taking into account the following points:
  - ✓ Whether any siblings attend the setting
  - ✓ Siblings of the boys in the school
  - ✓ The age of the children {we take children from the age of rising 3 years old upwards}
  - ✓ The length of time on the waiting list
  - ✓ The capacity of the setting to meet the individual needs of the child
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for understanding of difference and ability – whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and or parents with disabilities to take part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the registration form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.

- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn

### **Admissions to Pre School – Year 6**

Once a prospective parent has contacted the school, he/she is invited to visit the school in order to meet the Head. Having completed the Registration Form and paid the non-refundable fee, a meeting will be held with the Head followed by a tour. If the prospective parent is accompanied by his/her son, then an assessment can be arranged at the same time.

All assessments will be on a one-to-one basis or in very small groups if the children are entering Pre School or Reception. All other years the boys will be invited to spend the days at school with the class and whilst they are here they will be formally assessed throughout the day with the class teacher. Parents would need to provide the Headteacher with a copy of his/her son's most recent report. Parents would also be informed that the Head may be contacting the applicant's previous school for reference purposes.

The Headteacher will then contact the parent by phone within a few days in order to discuss the assessment at length. At this time, the parent will be informed if his/her son has passed. A letter will follow immediately confirming this decision in writing. If the pupil does not meet with the required standard, a re-test could be arranged at an appropriate time.

Parents who elect to accept a place for their child must make a payment of £700 in order to secure the place. Although £50 will be retained as an Admission Fee, £500 will act as pre-payment towards the first term's fees. The remaining £150 will act as a deposit which will be returned when a pupil leaves either at the end of Year 6 (at the Preparatory School)

Pupils from the Buckingham Prep Pre School wishing to enter the Reception Class will be assessed in the Autumn Term prior to the September intake. They will have priority to entrance into the school in line with our assessment criteria. All other Reception pupils will be assessed during the first few months of the Spring Term. Pupils in Years 1-6 will be tested at any time, subject to a relevant class teacher being available.

### **Admissions and the New Equality Act 2010**

In order to comply with this Act (in force from 1 October 2010), as a school, we must not treat disabled pupils and staff less favourably and must take reasonable steps to avoid putting disabled pupils and staff at a substantial disadvantage (the 'reasonable adjustment' duty). Moreover, the school must acknowledge that the Governors have a duty to publish Accessibility strategies and plans.

### **Impact Assessment**

An impact assessment is the effect which the admission of a disabled pupil/staff member would have on the school community.

An impact assessment should look at the following areas:-

- (i) Financial  
The admission of a disabled child could make an impact in financial terms for changes to the physical environment would eat into the school's financial resources. In consequence, other budgets could be cut which could have a direct or indirect effect on all members of the school community.
- (ii) Social/Educational  
The admission of a new pupil would necessarily change the social dynamics of the class. If the new entrant was disabled, it could have a much greater effect. Clearly, the members of the class would have to be prepared for this impact and to take on board the fact that there could be changes, not only to the physical environment of the class, but also to the relationships within the class.

However, this should not be seen in negative terms for the class members could learn to appreciate the problems which the disabled child would encounter, thus enriching their educational experience.

(iii) Logistical

If a disabled child, particularly a physically disabled one, were to be admitted into the school, then logistical considerations need to be taken into account. This could amount to reappraising whether a particular trip would be feasible on purely practical grounds.

In conclusion, any impact assessment should not be used as a reason to exclude/not admit a pupil, unless the impact is such that it has a detrimental effect on the school and its pupils/staff.