BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Admissions Policy

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Headteacher and SMT	September 2027

BUCKINGHAM PREPARATORY SCHOOL

ADMISSIONS POLICY

Revised: June 2026 (to be reviewed in September 2027)
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 (Provision for Learning)
- Safeguarding and the Welfare of Children Policy

Buckingham Preparatory School considers applications for all places regardless of race, colour, religion, beliefs, cultural background, linguistic background, sexual orientation, gender reassignment, SEND and 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

- Children are invited to attend a short assessment for Pre School which can be arranged at a mutually agreed time. The assessments are done within the Pre-School setting with the Pre-School teacher and staff.

- 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
  - ✓ The age of the children (we admit children the term after their 2nd Birthday)

- ✓ 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 Equal Opportunity 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 and see the school. Following a tour of the school, if parents are interested they are then asked to completed the Registration Form and book an assessment where a non-refundable fee is payable.

If the children are entering Pre School or Reception all assessments will be on a one-to-one basis or in very small groups. In all other years the boys will be invited to spend the day 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 within a few days in order to discuss the assessment and outcome. 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.

Once a child is offered a place :-

An admission fee of £50 is payable on acceptance of a place at Buckingham Preparatory School.

A deposit of £500 is also payable on acceptance of a place at Buckingham Preparatory School, which shall be held until the child either leaves the Pre-School without a place at the Prep School having been offered, or leaves at the end of Year 6 provided all commitments to the school have been met and that there are no fees or monies outstanding.

All fees paid to Buckingham Preparatory School are non-returnable if your child fails to take up his place at the School.

Pupils from the Buckingham Prep Pre School wishing to enter the Reception Class in September 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 following the assessment of our current pupils. Pupils in Years Rec - 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.