



# PARK HILL SCHOOL

## ADMISSIONS POLICY

### Authority and circulation

This policy has been authorised by the Governor of Park Hill School. Its status is advisory only. It is addressed to prospective parents and pupils in addition to all members of the teaching and administration staff.

### Policy statement

The aims of this policy are:

- To ensure compliance with the School's aims and purposes. At Park Hill School we aim to develop the 'whole' child, laying the foundation for well balanced and confident individuals who are healthy in mind, body and spirit
- 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 children whom we feel will benefit from our 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. We expect all of our pupils to attend our school assemblies which are fundamental to our basic Christian ethos.

**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 *Special Educational Needs and Disability Act 2001* and *The Disability Equality Duty of the Disability Discrimination Act (DDA) 2005*, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability, special educational need or significant circumstance 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 needs 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

**Summary:** Our admission procedure has three elements:

- Interviews
- Report from previous school, where appropriate
- Disability assessments (if applicable)

**Entry points:** These procedures apply at all points of entry.

**Interviews:** In all cases there will be a general interview with the parents to explore where appropriate the child's interests, attitude to school or nursery (where relevant), personal qualities, ability to contribute to the school community, support available at home and any pertinent connection with the school.

**Character reference:** The Head of the child's current school, where appropriate, will be asked to provide a written reference as to the child'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. The reference may also include the results of tests taken at the school (such as NFER or SATs).

**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 child's performance may be affected by particular circumstances, for example:

- If he/she is unwell when attending the assessment day 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 she/he 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/nursery (including samples of work), any family history of dyslexia, or other learning difficulty, 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 physical and/or emotional health, allergies and disabilities or learning difficulties.

**Additional factors:** When the school is over subscribed and 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 or whose parent is a former pupil

- A child whose parent is a current member of our staff
- A child with a particular skill, talent or aptitude

**Policy reviewed by:** Alistair Bond

**Review date:** October 2016

**Next Review date:** January 2017