



1 Aims

- 1.1 This policy is aimed at parents of prospective pupils at the School and sets out the School's admissions requirements.
- 1.2 The aim of the policy is 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.

2 Equal treatment

- 2.1 We welcome children from many different ethnic and racial 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.
- 2.2 We expect all of our pupils to attend our church services and school assemblies which are fundamental to our ethos. However, parents may withdraw their children from collective worship provided prior notification is given to the School.

2.3 Disability and Special Educational Needs

- 2.3.1 The School currently has limited facilities for the disabled. However, the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Special Educational Needs and Disability Act 2001, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.
- 2.3.2 The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure and 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 details prior to the admissions procedure or at registration.
- 2.3.3 The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about whether adjustments can reasonably be made to ensure that the application procedure is accessible for the child and whether the School can cater adequately for the pupil should an offer of a place be made.
- 2.3.4 The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about whether reasonable adjustments can be made in order to allow the child to continue at the School.

3 Procedures

- 3.1 If a prospective parent would like to register their child, they must complete the School's registration form and return this together with the required registration fee. Receipt of the registration form will be acknowledged, and details of the next steps provided.



- 3.2 The School's admissions procedures and criteria are set out in the Appendix to this policy.
- 3.3 **Disclosures**
- 3.3.1 Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities, special educational need or learning difficulties.
- 3.3.2 We recognise that a candidate's performance may be affected by particular circumstances, for example:
- (a) if he / she is unwell when taking tests or has had a lengthy absence from his / her school;
 - (b) if there are particular family circumstances such as a recent bereavement;
 - (c) if there is a relevant educational history, for example education outside the British system;
 - (d) if the candidate has a disability or learning difficulties;
 - (e) if English is not the candidate's first language.
- 3.3.3 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.
- 3.4 **Age of child:** 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.
- 3.5 **Oversubscription:** Where the School is oversubscribed, if we need 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:
- 3.5.1 a child who already has a brother / sister in the school or whose parent is a former pupil here;
 - 3.5.2 a child with a particular skill, talent or aptitude.



Appendix 1 Admissions procedure

For Entry into the Nursery Schools

Once registered, children who are age eligible may be offered places as they arise. Registrations for the Nursery School are done on a first come, first served basis. There is no assessment or interview.

For Entry at 4 Years (Reception) into the Pre-Prep - Belgravia

Age eligible, registered children are asked to attend an 'Assessment Morning' on a Saturday in early November, the year before they are eligible to join Reception. The children are put into small groups and our staff carry out an observation of the group. No formal written assessment is used. Written reports are requested from their Nursery School.

Our policy gives priority entry to children who are already enrolled in one of our nurseries. These children are assessed by their Nursery Head before gaining entry to Reception. If the School has questions about the suitability of a child for Reception, contact will be made with the parents to discuss these.

For Entry into the Pre-Prep and Prep School - Belgravia

For entry into Reception after the year has started or to all other year groups from Year One to Year Six, the child is invited in to spend time in class with their peer group. Small assessments in English and Mathematics will be carried out to gauge the child's current level of attainment. They will also be given time to join classes, as well as time for observed free play at break. We aim to give every child a happy morning and send them home feeling positive about the experience.

We are looking at their social skills, practical skills, co-ordination, confidence, concentration, behaviour and ability to work as part of a team. We talk to the children a great deal and by helping them to feel relaxed we hope to find out more about them than we could just on paper. The children are assessed against the standard currently being achieved within the year group.

For Entry into the Prep School – Kensington

The prep school takes children from Year R to Year 6. Following the receipt of a completed registration form, fee and most recent school report, the child(ren) will be invited to a trial morning which includes assessment.

A waiting list will be operated where the applicants meet the criteria for entry but the respective class is full. The waiting list will be formed in order of registration date.

Open Mornings are held termly, and private tours are always available. The Headmistress will be available at both options.

For Entry into the Upper School

Candidates applying for places in Years 7 & 8 will complete a written test. Candidates applying for places in Year 9 will sit written papers in Mathematics and English, these will be our own papers but based on the ISEB 13+ Common Entrance syllabus.

Interviews will also be arranged at this time. These may take place before or after the entrance test, and will occur irrespective of the results of the test. We will also ask for a confidential reference from the Head of the pupil's current school, together with their latest School Report.



Entry Points

The main point of entry is September. Entry to the School at other points is dependent on places becoming available.

The majority of pupils are admitted into Nursery or into Reception following their fourth birthday.

Registrations

Registration forms should be completed at your earliest convenience and returned together with a passport sized photograph, a colour copy of the candidate's photo page of the passport and if applicable the visa page and a cheque or bank transfer to cover the registration fee.

The Registrars are responsible for all registrations. Registration forms may be sent to the School at any time from birth. All children registered for entry into Reception are guaranteed an assessment, if the registration is completed the November before they are due to enter Reception. Thereafter, assessments will be arranged if there is a shortfall in take up from this list of registrations. All families registered or interested in registering are invited to make appointments to tour the School and to meet the Head or Deputy Head.

Offers

Following assessments, offer letters are sent out and parents wishing to accept a place are asked to sign an acceptance letter and pay a deposit, by the deadline specified in the offer letter. We cannot guarantee that places can be held beyond this time scale and the place could be offered to those held on a waiting list.

Additional Needs

When attending assessments, children who have English as their second language are provided with support where necessary. Likewise any children with special needs are given support. We ask parents to inform us in writing of any disability which needs any reasonable adjustments to be made to our normal procedures (in order for them to be able to take our assessment and allow us to see them at their best). We are also happy to discuss a child's specific, special requirements with the parents before the assessment. These factors are all taken into consideration during the final decision making.

Character reference

Where appropriate, 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.