

ADMISSIONS POLICY (Including guidance on EAL pupils and pupils with an EHCP)

Legal Status:

- Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Other relevant documents:

- Single Equalities Policy
- Special Educational Needs and Disability Policy and (SENDA)
- Inclusion Policy

Availability:

This policy is made available to parents, guardians, carers, staff and pupils from the school office and website

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:
2016

Date: September

John Floyd
Headmaster

Sterling Stover
Proprietor

Review date: September 2017

Aims

The aims of this policy are:

- To ensure compliance with the School's purposes. Bruern Abbey School is an independent day and weekly boarding school for boys aged 8 - 14 who experience dyslexia, or other forms of specific learning difficulties;
- to identify and admit children who will benefit from Bruern's academic education and who will contribute to and benefit from the ethos and activities of our school community.

Accessibility: This policy can be made available in large print or other accessible format if required.

Admission Policy

At Bruern Abbey School we are registered to care for and educate children from the age of 8 to 14 years old. No child is refused entry on the grounds of race, ethnicity, religion or sexual orientation. We require confirmation of the date of birth of a child. The admissions process for Bruern is somewhat lengthy – and rightly so, given the School's small size and specialist nature – but it can be summarized as the three-stage process outlined below.

1. The parents of prospective boys come to visit the School, meet the Headmaster for half an hour and then have a thorough tour of the School.
2. If parents like what they see, they can then register their son for one of our assessment mornings; these happen on Wednesdays throughout the year. The morning involves a boy coming to visit Bruern, doing some English and Maths, being taken on a tour and chatting with our SENCo. It is by this stage that prospective parents should supply the School with an up-to-date Educational Psychologist's report and any recent school reports. On consideration of the work produced, conduct noted during the assessment morning, information supplied and discussions with the parents, the boy will either be offered or refused a provisional place at Bruern.
3. All offers are provisional, as prospective pupils must then attend a taster day. This involves their coming to Bruern for a full school day, including an overnight stay (unless the pupil in question will be a day boy) and experiencing Bruern life at first hand. This final stage helps the School to confirm both that the prospective pupil would benefit from coming to Bruern, and that the boy in question would enjoy his time here.

Procedures

Summary: Our admission procedure has four elements:

- discussion with prospective parents;
- a morning assessment (at which there may be low-key tests);
- consideration of current attainments in reading, spelling, writing and numerical work and consideration of an up to date Educational Psychologists assessment.
- A taster day and if they will board an overnight stay

Morning assessment: During the morning assessment, children are assessed in cohorts of no more than six. Some low key test may be carried out by the Head of

Special Needs or another member of staff. The children will also be observed in general play and interaction with other children and staff.

Character reference: The Head of the candidate's current school may be asked to provide a written/oral 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. 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 candidate's performance may be affected by particular circumstances, for example:

- if he is unwell when taking tests or has had a lengthy absence from his 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;
- the candidate's disability or specific learning difficulty;
- 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 specific learning difficulties, as we consider necessary to make a fair assessment.

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 in the school or whose parent is a former pupil here;
- a child whose parent is a current member of our staff;
- a child with a particular skill, talent or aptitude.

Trial period: If the child is to board, it is highly recommended that he stay overnight during the trial period outlined so that he may have some understanding of what it is to board at a preparatory school.

Admissions Criteria

Bruern Abbey School is a school for children with specific learning difficulties. The admissions criteria for Bruern Abbey School are:

- Dyslexia
- Dyspraxia
- Speech, language and social communication difficulties.
- Attentional issues

Difficulties such as dyslexia, dyspraxia, dyscalculia, social and communication difficulties, language difficulties and ADHD are all considered to be specific learning difficulties. However, the primary need must be literacy-based since literacy development is emphasised at Bruern Abbey School. So a child with a social and

communication difficulty but strong literacy would not meet the criteria for admission.

- We are unable to take pupils with global developmental delay or MLD.
- Children with physical disabilities in addition to specific learning difficulties are admitted if they meet the criteria for entry. Every effort is made to make reasonable adjustments under the Equality Act 2010 (see SEN policy and Accessibility policy). However, boarders have to be sufficiently mobile to manage the stairs, since it is not possible to install a lift.
- We do not admit pupils who adversely affect the education of other pupils because of emotional or behaviour problems or ADHD that is not well controlled.
- Children can only be admitted to Bruern Abbey School if the school can meet their current needs. A child who needs a higher level of speech and language and / or occupational therapy than is available would be better suited to a school with a higher level of therapy provision.
- Boarders need to demonstrate their ability to manage their personal care, with age appropriate support

Admissions Policy Appendix

It should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date.

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person. Information sought should include:

- young person's name;
- age and date of birth;
- gender;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;
- expectations and requirements sought by the placing authority to meet the young person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable);
- the young person's legal status;
- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection and
- criminal history (if any) and whether any existing criminal proceeding are outstanding.

The information provided will assist the Headmaster in his assessment as to whether a school placement is viable and appropriate. The Headmaster will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics. Should a referral be accepted for admission, the school will notify the company's

finance department as soon as practically possible in order that the appropriate contract arrangements can be administered with the relevant placing authority. Measures of control, discipline & restraint and the requirement to search used by the school are made clear to the placing authority, the young person and parents/carer before the admission.

Reintegration to other educational establishments

Where possible we intend for young people to be discharged in a planned and purposeful way. This may be to a mainstream school, college, or other educational establishment. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest. Any relevant documentation will be forwarded to the new establishment.

Disability and Special Educational Needs: Although the School caters for pupils with dyslexia and other forms of specific learning difficulties, we have limited facilities for the disabled but will do all that is reasonable to comply with our 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.

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 written details prior to the admissions procedure, 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, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made. 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. For example, the School may be able to provide an examination paper in large font for a visually impaired pupil. 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.

English as an Additional Language

Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our School Academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our school. Our school currently has no EAL pupils and therefore doesn't have a policy or procedures for students requiring *English as an Additional Language* (EAL).

Education, Health and Care Plans

Pupils with an EHC plan are welcome to apply to the school. Bruern will discuss with the parents to ensure that the school can reasonably meet (or make adjustments to meet) the needs of the pupil and the specific provision within the plan in an effort to ensure the best possible outcomes for the pupil. Bruern is committed to meeting the requirements as stipulated within any Bruern pupil's ECHP plan including providing information for and helping in the conducting of annual reviews. The school will also submit accounts and liaise with the appropriate Authorities as requested.

Equal treatment: 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. We expect all of our pupils to attend our church services and school assemblies which are fundamental to our Christian ethos.

Disability/SEN assessments usually by an Educational Psychologist

Entry points: These procedures apply at the two main points of entry: 8+ and to a lesser degree 11+ and very occasionally also to candidates for occasional vacancies in any other year group.

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.

Signed by: John Floyd Activation Date: September 2016 Review date: September 2017