

# ADMISSIONS POLICY

## **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:  
2018

Policy Effective: May 2018

Review date: September

John Floyd  
Headmaster

## **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. Ideally, parents will have previously submitted a copy of a recent Educational Psychology report (not less than two years old) prior to a visit being booked.
2. If parents like what they see, they can then register their son for one of our assessments which take place throughout the year. The assessment involves a boy coming to visit Bruern, doing some English and Maths, being taken on a tour and chatting with our SENCo. Boys will spend the rest of the day with us to get the Bruern experience and if a boarding place is sought, they may be invited to stay overnight on this first visit.
3. On consideration of the work produced, conduct noted during the visit and overnight (where applicable), the information supplied and discussions with the parents, the boy will either be offered or refused a place at Bruern. If there is doubt as to the boy's suitability on either the part of Bruern or the parents, then a further visit may be organised. In this case, a provisional offer will be made. This helps the School and parents 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;
- an 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 Psychologist's assessment;**
- **successful completion of the day or overnight visit.**

**Assessment:** During the assessment, children are assessed in cohorts of no more than six. Some low key tests 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, 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 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.

### **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**

### **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 as stipulated in the Registration Form.