

SCARISBRICK HALL SCHOOL

ADMISSIONS POLICY



(Regulations – Part 6, paragraph 24 (3) (a))

Rationale

The School Policies of Customer Care and Marketing will be adhered to when processing the admission of pupils to the school. Once accepted, the school will be actively involved in encouraging pupils' full attendance at school as this is a key determinant of achievement.

Development Process

Policy written	
Initial discussion with the Board	12.10.09
Approval of Policy by Directors	December 2011
Next major review	January 2013
Pupil involvement	
Parents' consultation	Web site / VLE
Staff involvement	Periodic policy review
Directors' involvement	As and when required but at least annually

Location and dissemination

A copy of the policy can be found in the Staff Handbook, in the School Office and on the school VLE.

The content of the Policy and its relationship to other policies

This policy should be considered in conjunction with other written policies on Customer Care, Marketing, Compliments and Complaints, Scholarships and Bursaries.

Aims:

- to clearly define the processes for admission to the school;
- to ensure that regulatory requirements for maintaining admission and attendance registers are met.

Criteria for admission

- the school's ability to meet the needs of the pupil;
- an available space in the appropriate age group.

Admissions process

At Scarisbrick Hall School we seek to ensure that all those pupils who are admitted to the school will thrive in the environment of high expectations, will be able to benefit from the rounded education provided and be happy within the school community. We recognise our duty to embrace diversity and to work to overcome prejudice. We do not discriminate on grounds of diversity, gender, race or religion.



At the point of admission to the school we wish to establish a full partnership with parents in order to promote the interests of the pupil body. The partnership must be based upon mutual honesty and respect. We have the right to expect full disclosure of any learning support assessment or identified need and any behavioural or disciplinary issues known to parents at the point of application, and thereafter. This information is essential to assist with any interview or other assessment screening.

We seek to offer places to those whom we believe can contribute positively to the school community, and to whom we can educate and safeguard within our own teaching, pastoral and learning support structure.

Applicants for places up to Year 6 will be expected to spend at least one day in school attending lessons with the appropriate age group. During the day staff will assess the pupils, in an appropriate way according to age, in literacy, numeracy and to make general comments about social interaction etc. Extra days may be requested if necessary in order to assess any special needs.

Applicants for places in Year 7 are required to sit an Entrance Examination in the February prior to entry in September. The examination includes written assessments in English, Mathematics and Science as well as a presentation and interview with the Headteachers.

Applicants for places in Year 8 and above will attend school for at least two days and be given the opportunity to attend some lessons with the appropriate age group.

For any child with specific learning difficulties the SENCO will assess his/her special needs in order to ensure that the school is able to offer the appropriate support and facilities.

All applicants will be asked to provide a copy of their most recent school report. We reserve the right to make direct contact with any previous school and to request a confidential report. This will ask for comment on academic progress to date, involvement in the broader life of the school and general behavioural standards.

Reports from all staff involved will be required and collectively, all this information allows the school to be reasonably sure that it is the right school for each pupil and to tailor our courses to meet the needs of the pupils. The school has to be able to educate and develop each pupil to the best of his / her ability and to ensure that any prospective pupil will be

academically and socially at ease with his / her peers. In this way there is every chance that all pupils will emerge at the end of their time at the school having enjoyed the school and confident in their next steps.

Progress through the School is automatic but if there are occasions when such progression is not in the interests of either the child or the wider community we would inform the parents well in advance and offer guidance as to future options for schooling.

Once a place is offered and accepted in writing, it becomes binding. A date of entry is agreed.

