

# COGNITA

## Admissions Policy

### September 2019



LONG CLOSE SCHOOL

### 1 Policy Statement

- 1.1 We welcome applications for admission from pupils of all backgrounds. This policy applies to all pupils, including those in our Early Years Foundation Stage. We admit pupils with an additional educational need and/or disability provided both parents and school conclude that we can provide appropriately for the child's specific needs.

### 2 Enquiries

- 2.1 All enquiries and applications should be made to the Admissions Registrar. The Admissions Registrar will ensure that you have all the information you need.

### 3 Visits

- 3.1 Prospective parents are encouraged to visit to see the school in action and to meet the Head. Each term there is an open day which is an opportunity to tour the school on an informal basis. Alternatively you might like to make an appointment for a personal tour. Please contact the Admissions Registrar to arrange this.

### 4 Registration

- 4.1 Following a visit, parents wishing to register their child should complete a Registration Form and return it with a payment for the registration fee. The registration fee covers the cost of administering the registration procedure, including the waiting lists and is non-refundable. Registration is an indication of interest and is not a guarantee of a place.
- 4.2 The school will respond by confirming that the child's name has been placed on the admission list for the relevant term and year. If the year group is fully subscribed, they will be placed on a waiting list. A place is confirmed once a formal offer has been made by the school and a deposit has been received in return.

### 5 Admission to Nursery

- 5.1 Children are welcomed into the Nursery from 2 years of age. At Long Close we aim to ensure that our setting is a welcoming place where children can settle quickly and easily because due consideration has been given to the individual needs and circumstances of the child and their family. It is important that the child, parents and staff establish a strong working relationship in an environment in which the child can thrive, parents have confidence and staff are dedicated and committed.
- 5.2 Before an offer to attend our Early Years Setting can be made all children must attend a taster session, where the child can be observed by an Early Years Practitioner and parents and carers can share important information about their child. This informal observation allows us to assess the individual needs of each child, the strategies needed to promote a positive transition and the level of support they would need in our setting. If the child is under two years of age then one parent or carer must stay with them during this taster session. As part of the admissions process and to support our strong and professional partnerships with other settings, we will contact the child's previous settling. It is normal to ask for a report from the pupil's present nursery and for parents to provide any special reports from outside agencies, such as their child's Progress Check aged 2.
- 5.3 Once a place has been offered and accepted settling in sessions, appropriate for the child's individual transition, will be arranged close to the actual start date in the school. This process will be unique for every child and some children may require more than one settling in session. This will give the child the opportunity to get used to our environment and familiarise themselves with staff. It also allow parents to ask questions and share important information about their child with the practitioners to assist with a smooth transition.

Children are able to start in Nursery at different points in the academic year and children are

encouraged to attend full time mornings and afternoons by the Summer Term before they start their Reception year.

- 5.4 To enable your child to be given the best opportunity to make good progress and for us to meet your child's individual needs as a setting, we need to be made fully aware of any support your child is already receiving from other relevant agencies. This may include speech and language, occupational therapists etc. Sharing information regarding your child's progress and support structure, which is already in a place, will allow your child to be given the necessary interventions to meet their expected developmental milestones should they join our setting. Should you fail to inform us of any of your child's known special educational needs or to disclose any outside agency reports, once a place has been accepted, we reserve the right to remove the child from the setting.

In addition a place may not be offered if we feel we cannot meet the needs of the child or that they will not progress in the environment we offer, even if we made reasonable adjustments. If we already have numerous children attending the setting, that require support from our early years team, it may not be a suitable time for another child to join us who also requires additional special educational needs interventions for safety reasons.

- 5.5 We believe that home visits are essential to support a child's smooth transition into Nursery and aim to offer all children starting in our Nursery such a visit. Home visits are carried out by a senior member of the Nursery Team and the child's key worker. They promote good relationships between the school and the family and to ensure all relevant information about the child can be made known. Home visits are very beneficial in building relationships between the School and parents as well as Practitioners and the child. We endeavour to offer all families a home visit and parents will be encouraged to accept a home visit before the child is offered a place at the School. However sometimes, at busy times of the year, we may only be able to offer this service to those children we feel would benefit from more support during their transition to Nursery.

## 6 Taster Days

- 6.1 We offer Taster Days as an opportunity for all prospective pupils to experience a typical school day. On this day, the school will make a general assessment of the child's suitability to attend the school. The parents of each applicant will be informed within 2 days of the Taster Day whether a place is available and an offer can be made. The school will not be obliged to state its reasons for declining a request for admission.

## 7 Transition from Nursery to Reception

- 7.1 Transition from Nursery (age 3-4) to Reception (age 4-5) is automatic for all pupils already attending Long Close Nursery, providing the School will be able to successfully meet all the child's needs, and that the child will be able to progress happily with the ordinary expectations of school life. Children are assessed based on an ongoing observation of their learning and development.

## 8 Transition through Year Groups

- 8.1 It is anticipated that all pupils will transition through the school and reap the rewards of the education on offer. Should this prove not to be the case, parents will be informed of any concerns at the earliest opportunity and at the latest before the end of the Spring Term if there appears to be any reason why the pupil may be refused a place in the subsequent year groups. In rare cases it may be that a pupil's progress or behaviour means that transfer to the next stage of the school is not deemed appropriate.

### 9 Admission to Other Year Groups

9.1 From Year 1, LCS is a selective school. Pupils are admitted from a wide range of academic abilities, and those with known behavioural problems and concerns are generally refused. If parents do not reveal a history of behavioural problems or any other relevant information then they are deemed to be in breach of our parent contract and the place may be withdrawn. However, it is important to note that no child will be refused entry to the school based solely on their SEND requirements.

9.2 Children joining the Prep School normally spend a morning at the School among the peer group they would join if offered a place, during which reading, literacy, number skills and general readiness to learn are observed, as they engage in class activities. We hope that the pupil will have an exciting and inspiring morning, and that they will feel welcome and relaxed. Pupils are assessed using either a verbal reasoning exercise or a reading activity and mathematical test before entry. Pupils requiring learning support will be assessed as to their needs and whether these can be catered for within the Learning Support department.

It is normal to ask for a report from the pupil's present school, and for parents to provide any special reports from outside agencies. Parents will be asked about their child's general development and any identified special educational needs, prior to a place being offered. Places are not automatic; in some rare cases a place will not be offered if we judge that a pupil's need is such that they will not flourish in the environment which we offer.

New pupils will be invited in to the school to meet their teacher during the Summer Term as part of our transition process.

9.3 Pupils seeking entry into Senior School will be assessed in the core subjects of English, Mathematics and Science. It is normal to ask for a report from the pupil's present school, and for parents to provide any special reports from outside agencies. Parents will be asked about their child's general development and any identified special educational needs prior to a place being offered. Further, it is likely that the school will ask to see past school reports and the Headteacher may wish to contact the Headteacher at the child's current school prior to confirming the offer of a place.

For children seeking to join the school in Year 10, the most important issue for entry is whether GCSE options subjects fit reasonably well and whether the individual is willing to wholeheartedly embrace the ethos of the school. Emphasis is placed on the importance of:

- an interview with the Head and/or a Deputy Head;
- references or reports from the present school;
- a Taster Day;
- samples of work in English, Mathematics and Science.

Places are not automatic; in some rare cases a place will not be offered if we judge that a pupil's need is such that they will not flourish in the environment which we offer.

Transfer from the Prep School to the Senior School is automatic for all pupils already attending Long Close School. New pupils will be invited in to the school to meet their teacher during the Summer Term as part of our transition process.

- 9.4 Overseas pupils may be required to undertake a language proficiency assessment before a place is offered. This includes a written assessment and may also include an interview in person or via electronic social media.
- 9.5 Academic Scholarships are awarded for entry into Year 7 following the Scholarship Assessment Day in January each year and, subject to outstanding performance.

### **10 Allocation of Places**

- 10.1 In the event that the number of children registered for any year group exceeds the places available, the following criteria will be applied:
- Results obtained in standardised tests
  - Siblings in the school
  - Children of Alumnae
  - References from previous schools
  - For a child entering the Nursery, a child requiring a full time place will be given priority over a child requesting a part time place, provided sufficient sessions are available.

### **11 Offer**

- 11.1 The parents of each applicant will be informed within one week of their application whether a place is available. The school will not be obliged to state its reasons for declining a request for admission. Children entering the senior school should refer to the admissions procedure regarding the time-line involved here.

### **12 Waiting List**

- 12.1 If no place is available, parents may place their child's name on the waiting list for the school. The school cannot guarantee when a place may become available.

### **13 Appeal**

- 13.1 There is no appeal process for admission to the school. The decision of the Headteacher is final.

### **14 False Information**

- 14.1 Where the school has made an offer of a place on the basis of a fraudulent or intentionally misleading application, which has effectively denied a place to a child with a stronger claim, the offer of a place will be withdrawn.

### **15 Overseas Pupils/Pupils with English as an Additional Language**

- 15.1 We welcome pupils from a wide variety of cultural backgrounds, including overseas pupils and those with English as an additional language (EAL). Children entering the School must have an appropriate working knowledge of English and parents must be committed to supporting further English study at their cost, if necessary.
- 15.2 Overseas pupils are required to have a guardian who is resident in the UK and who can act on behalf of the parents, if required.

### **16 Equality**

- 16.1 The school pays due regard to the Equality Act 2010 and reasonable adjustments are made for pupils with special educational needs and/or disabilities.

16.2 Subject to our entry requirements being met, we welcome pupils with special educational needs or physical disabilities. We advise parents of children with special educational needs and/or physical disabilities to discuss their child's requirements with the school before registering for a place. This will enable the school to determine whether the school can make reasonable adjustments to ensure that the child can flourish as a learner. Where necessary, parents will be asked to provide a copy of an Educational Psychologist's report or a medical report and the school may need to discuss provision with external agencies. The cost of such reports is the responsibility of the parent. Where specific provision is required, parents may be asked to pay an additional charge to meet these needs (staffing and/or resources). In some cases, the school may receive funding from the local authority to provide additional support.

### **17 Admissions Register**

17.1 The school maintains an Admissions Register in line with regulatory requirements. See Admission, Attendance and Children Missing from Education Policy for further detail of statutory requirements.

Once an offer has been made and accepted parents are required to pay an Acceptance Deposit which will be returned when pupils leave the school, providing the correct one academic term's notice has been given to the Head in writing.

Once the place has been accepted, should the decision be made not to take it up, a liability fee will be incurred if the school is notified less than three calendar months before the proposed start date. After entry procedures are completed, parents will be given a joiner's pack dealing with matters such as uniform list, consent forms and other general information about the school.

Before a child can start at Long Close a number of documents must be completed and returned along with a copy of the child's birth certificate. Parents must complete a Pupil Data Collection form, giving full details of their son/daughter's date of birth, full address and all contact numbers in case of an emergency plus any dietary requirements. A separate medical form will need to be completed for all pupils who require the administration of medication during the school day, i.e. those who suffer from allergies or other known medical conditions. These forms are kept in the school office. Please note that blanket permission forms will not cover non-prescription medication. All parents are requested to keep the school informed of any changes of address and telephone contact numbers.

Long Close has a sibling priority policy, subject to meeting all other admissions criteria. This Admissions Policy forms part of the Parent Contract and should be read in conjunction with those terms and conditions

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Simon Camby
Consultation – Oct 2016 (Original policy)	The following schools were consulted: Cumnor Boys School, Colchester High School, Clifton Lodge Prep School, Duncombe Prep School, Kings School, Kingscourt School, Meoncross School, and North Bridge House Senior School.
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