



ORWELL PARK SCHOOL
Nacton, Ipswich IP10 0ER

PUPIL ADMISSIONS
POLICY AND PROCEDURE

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ORWELL PARK SCHOOL PUPIL ADMISSIONS POLICY AND PROCEDURE

Orwell Park School ('the School') welcomes children with a very wide range of talents and abilities. We recognise and celebrate the fact that every child comes as a unique person who needs to be nurtured and encouraged and our aim is to meet their differing academic needs and help them to achieve their full potential.

We also recognise that it is important to ensure, as far as possible, that any final decision regarding admission of any new pupil to the School is made on the basis of full information being provided to both the School and to potential parents and their children.

1. Pre-admission information

1.1 Information provided to all prospective parents will include:

- a. Aims and objectives of the School (prospectus).
- b. Details of the physical environment (i.e. site and premises) and the facilities offered (prospectus).
- c. Options regarding full/flexi boarding and day pupils (prospectus).
- d. Senior School destinations of leavers (prospectus).
- e. Fees, academic awards and bursaries (prospectus).
- f. Past Scholarship Successes.
- g. Staff List.
- h. Academic Curriculum Guide.
- i. Pre-Prep Curriculum Guide.
- j. Pre-Prep Information booklet / Nursery booklets (if applicable).

1.2 Prospective parents (once registered) will be asked to provide information to the School regarding:

- a. Academic progress / attainment to date (usually the School will obtain this, with the parents' permission, from any current school attended).
- b. Learning Support requirements (including Educational Psychologists reports) if relevant.
- c. Medical conditions (including allergies) if relevant.
- d. Any other information which may be necessary to ensure that the School is able to provide fully for the pastoral and academic needs of the child.

It is in everybody's interest that the School is informed well in advance if the child has any special learning difficulties.

2. Admissions procedure

2.1 Initial contact

When an interested parent makes contact with the School, a prospectus and other introductory information will immediately be dispatched. A visit to the School usually follows when the Headmaster or Pre-Prep Coordinator (as applicable) meets the parents to discuss their child's education and the Registrar gives a tour of the School. Visits are normally scheduled during term time so that parents can see and experience the School's daily routine.

Parents wishing to secure a place for their child must complete a registration form and forward this to the Registrar, together with the registration fee (from Year 1).

Pupils may join the School at any age from 2½ upwards, normally at the beginning of the academic year, but also at other times during the year by arrangement. There is boarding provision for children from age 7/8 years, full or part time (subject to availability).

2.2 Entrance to Orwell Park Pre-Prep – Nursery

Every child in Nursery 1 and Nursery 2 is appointed a Key Person so that the child can form an attachment with one particular person. It also ensures that every child's needs are clearly understood by at least one person in the setting.

Following the registration of the child a Home Visit is offered to all parents by the child's Key Person. During the visit the 'All About Me' booklet is discussed with the parent and child, and the parents are informed of routines and important policies for the Early Years Foundation Stage. Following the Home Visit a School visit is arranged for the child, during which he/she will participate in part of the morning routine, and meet the other children. Feedback on the school visit is given to parents both verbally at the end of the session and in a written letter from the Headmaster when the child is offered a place. Following this, the Pre-Prep Coordinator writes to the parents welcoming them to Orwell Park Pre-Prep.

2.3 Entrance to Orwell Park Pre-Prep – Reception to Year 2

Prior to transition to the Reception Class, the literacy, numeracy, verbal and social skills of all Nursery 2 pupils are assessed. If a child is having learning difficulties, or has not yet developed the skills needed to cope with the new routines in Reception, this is brought up in the Spring Term by the class teacher. Following discussion between the Nursery Manager, the Pre-Prep Coordinator and possibly the Head of Learning Support, the best way forward is decided and discussed with the parents.

A child will not be offered a place in Reception if the Class Teacher, the Head of Learning Support, the Pre-Prep Coordinator and the Headmaster believe Orwell Park will not be able to meet the specific learning needs of the child in question after making reasonable adjustments.

Prior to entry, external candidates wishing to join the Pre-Prep are invited to spend a day working and playing alongside Orwell Park pupils of their age. During their stay their literacy, numeracy, verbal and social skills are assessed using materials selected by the Class Teacher and the Pre-Prep Coordinator. Feedback on the school visit is given to parents both verbally at the end of the session and in a written letter from the Headmaster if the child is offered a place. Following this, the Pre-Prep Coordinator writes to the parents welcoming them to Orwell Park Pre-Prep.

If the School receives prior notification of a candidate having learning difficulties, supported by a current School or Nursery report, providing these are not considered severe, the child will be invited to spend a day working alongside their peers. This will be under the supervision of a Class Teacher and a member of the Learning Support Department, who will carry out an initial assessment.

A child will not be offered a place should the Pre-Prep Class Teacher, the Head of Learning Support, the Pre-Prep Coordinator and the Headmaster believe Orwell Park will not be able to meet the specific learning needs of the child in question after making reasonable adjustments.

2.4 Pre-Prep to Main School

Orwell Park School offers pupils the opportunity of continuity from 4+ to the Orwell Park Year 8 but promotion from the Pre-Prep to the Main School, although expected, is subject to the achievement of a satisfactory standard and is not therefore automatic.

The decision to offer a place in the Main School is taken by the Headmaster following the recommendations from the relevant Pre-Prep staff, the Pre-Prep Coordinator and the Learning Support department. The Pre-Prep staff will base their decision on:

- a. mathematical ability
- b. reading age
- c. spelling age
- d. free writing skills
- e. perceived maturity

In some cases, there may be doubt that a child will reach the required standards after receiving support from the Learning Support Department in the Pre-Prep. In these instances, parents will be alerted to the belief that Orwell Park may not be able to provide for the future learning needs of their child, at least one term prior to the date when he/she would be expected to transfer to the Main School.

2.5 Entrance to Orwell Park Main School – Yr 3

Entry to the Main School (7-13 years) is not competitive, although a minimum standard is imposed upon entry, together with receipt of a current school report.

All candidates will normally have an interview with the Deputy Head Academic and the child's English and Maths ability will be assessed in class. Feedback on the assessment is given to parents both verbally at the end of the session and in a written letter from the Headmaster if the child is offered a place.

If the School receives prior notification of a candidate having learning difficulties, providing these are not considered severe, that child will be invited to spend a day working alongside their peers under the supervision of a Class Teacher and a member of the Learning Support Department, who will carry out an initial assessment.

In some cases, there may be doubt that a child will reach the required standards and they will be referred to the Learning Support Department for further examination. A place will not be offered if the Headmaster, following discussion with the Year 3 teachers, the Deputy Head Academic and the Head of Learning Support, believes that Orwell Park will not be able to meet the needs of the child with reasonable adjustments; information regarding more specialist schools will be forwarded to the parents.

This may also apply if the candidate has other severe difficulties that produce an unusual profile, such that the School is likely to be unable to fully provide for his/her educational needs.

2.6 Entrance to Orwell Park School – Yr 4 to Yr 8

All candidates will normally be tested with reasoning tests, an interview, an extended writing task and a mental Maths test. The mixture of internal and standardised tests set is designed to suit those from either independent or maintained schools.

All tests are designed to assess potential rather than knowledge. No special preparation is required and no past papers are available. The tests provide a standardised score that gives an accurate measure of the pupil's ability. The purpose of these tests is to enable us to be certain that the child can cope with the academic demands of Orwell Park, to place him/her in the right academic sets and to alert the Learning Support Department to a potential referral.

Feedback on the assessment is given to parents both verbally at the end of the session and in a written letter from the Headmaster if the child is offered a place.

If the School receives prior notification of a candidate having learning difficulties, providing these are not considered severe, that child will be invited to spend a part of a day under the supervision of a member of the Learning Support Department (as above).

A candidate with a standardised score in all tests of below 90 will be referred to the Learning Support Department for further examination. Those candidates with a standardised score below 80 in any tests will normally not be suited to life at Orwell Park and advice regarding more specialist schools will be discussed with the parents.

This may also apply if the candidate has other severe difficulties that produce an unusual profile, such that the School is likely to be unable to provide fully for his/her educational needs despite the implementation of reasonable adjustments.

2.7 Learning Support Criteria for Placement to the Main School

A candidate who gives any cause for concern during the admissions process will be referred to the Learning Support Department for further assessment. If, after discussion with the Headmaster /the Pre-Prep Coordinator, the parents, the Deputy Head (Academic) and any relevant teachers, it is considered that Orwell Park is not the most suitable school for the child, and in the opinion of the Learning Support Department it would be necessary for a candidate to receive more than 3 individual Learning Support lessons a week, the candidate will not normally be offered a place in the School.

The decision of the Headmaster, after all these discussions, shall be final. In arriving at his decision, he will take into account the Learning Support requirements of the candidate for the whole of his/her likely career at the School.

Wherever possible a report will be received from a candidate's previous school, plus an Educational Psychologist's report or any other outside agency, if available.

2.8 Equality and diversity

The School is open to all members of the community.

- We advertise our service widely.
- We aim to reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy.
- We do not discriminate against a child or their family, or prevent entry to our School, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our School because of any disability unless, after making all reasonable and practicable efforts, we are unable to provide for the individual needs of the child.
- We work with parents to develop an action plan wherever possible to ensure that children with disabilities can participate successfully in the activities of the School and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents.

3. Fees

After having been offered a place and prior to the child joining the School, parents are asked to confirm their child's place by way of a deposit from Year 1 onwards or by way of a letter for children joining the Early Years Foundation Stage. This deposit is deducted from extras accrued during the pupil's final term at the School.

Fees are payable in advance and must be received by the first day of term. A full term's notice must be given prior to the removal of a child from the school, otherwise a full term's fees in lieu of notice will be charged. On confirmation of a place for the child, parents will be asked to sign Terms of Acceptance in respect of contractual agreement of payment of fees. Extras are kept to a minimum and include those activities not included within the established curriculum, such as individual music lessons and the cost of outings and expeditions.