

# COGNITA

## Admissions Policy

### September 2022



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 Purpose**

The purpose of this policy is to outline the approach taken to:

- o Enquiries and pre-registration events for prospective families;
- o Admission assessments;
- o Registration;
- o Allocation of places;
- o Offers.

### **3 Enquiries**

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

### **4 Visits**

- 4.1 Prospective parents are encouraged to visit to see the school and to meet the Head. Open Mornings and School in Action Mornings are held throughout the year offering 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.

### **5 Registration**

- 5.1 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.
- 5.2 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.

### **6 Admission to Nursery**

- 6.1 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. No formal assessment of children is undertaken.
- 5.2 Before an offer to attend our Early Years Setting can be made all children 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.

Places are not automatic, in some rare cases a place will not be offered if we judge that a child's development is below expectation or that they will not flourish in the environment we offer.

- 6.3 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 will also allow parents to ask questions and share important information about their child with the practitioners to assist with a smooth transition. Children can start in Nursery at different points in the academic year and children as they turn 2.

Children are entitled to 15 hours free childcare from the term after they turn 3 until they reach compulsory school age, the term following their 5<sup>th</sup> birthday. Children must attend 6 sessions or more to receive the 15 hour entitlement.

Children in Pre-School are required to attend 8 sessions by the summer term before they start their Reception year.

- 6.4 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.

## 7 Taster Days

- 7.1 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 two 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.

## 8 Transition from Nursery to Reception

- 8.1 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.

### 9 Transition through Year Groups

- 9.1 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.

### 10 Admission to Other Year Groups

- 10.1 Children joining the school in other year groups will be assessed prior to entry. 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.

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 will be assessed in the core subjects of English and Mathematics. They will spend a morning at the School among the peer group they would join if offered a place. We hope that the pupil will have an exciting and inspiring morning, and that they will feel welcome and relaxed. 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 into the school to meet their teacher during the Summer Term as part of our transition process.

- 10.3 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 Head of Senior School
- 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 into the school to meet their teacher during the Summer Term as part of our transition process.

- 10.4 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 media.

### **11 Allocation of Places**

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

### **12 Offer**

- 12.1 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 timeline involved here.

### **13 Waiting List**

- 13.1 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.

### **14 Appeal**

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

### **15 False Information**

- 15.1 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.

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

- 16.1 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.
- 16.2 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.

### 17 Equality

- 17.1 The school pays due regard to the Equality Act 2010 and reasonable adjustments are made for pupils with special educational needs and/or disabilities.
- 17.2 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.
- 17.3 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.
- 17.4 Any additional information which may be relevant should be provided at least one week before attending a tour, taster morning or other visit to the School. The School needs this information about an applicant with particular needs so that we can be aware of and assess those needs and make sure that, with reasonable adjustment, the School can provide adequately for them throughout the admission process and, if admitted, beyond.

### 18 Admissions Register

- 18.1 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.

## Admissions Policy

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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.
Consultation – May 2017 (Review)	The following schools were consulted as part of review: Akeley Junior, Kingscourt, Southbank Westminster, Meoncross, Downsends Ashted Pre-Prep, Clifton Lodge Prep School. Representative of Education Team – Robin Davies, ADE.

<b>Audience</b>	
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