



Gidea Park

PREPARATORY SCHOOL AND NURSERY

Admissions Policy

Gidea Park Preparatory School and Nursery

January 2022

Contents

1	Aims	3
2	Scope and application.....	3
3	Regulatory framework	3
4	Publication and availability	4
5	Responsibility statement and allocation of tasks	4
6	Equality, diversity and disability	5
7	Procedures	5
8	Admissions criteria.....	6
9	Scholarships and bursaries	7
10	Training	7
11	Record keeping and confidentiality	7
12	Version control.....	7

1 Aims

- 1.1 This is the admissions policy of Gidea Park Preparatory School and Nursery (the **School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to set out the particulars of the School's policy on and arrangements for admission to the School;
 - 1.2.2 to describe how the School identifies and admits children who will benefit from the education and other opportunities available at the School and who will contribute to and benefit from the ethos and activities of our School community;
 - 1.2.3 to ensure compliance with the School's responsibilities under the Equality Act 2010.

2 School aims

We are ...

A HAPPY COMMUNITY



- collaborative
- respectful
- confident
- compassionate
- celebrate uniqueness

FEARLESSLY CURIOUS



- constantly questioning
- resilient
- a growth mindset
- risk takers who learn from our mistakes

PROUD OF OUR LEARNING



- aiming high
- independent
- hard working

3 Scope and application

- 3.1 The procedures set out in this policy apply at each of the main points of entry to the School and also to candidates for occasional vacancies in any other year group.
- 3.2 The procedures set out in this policy do not apply to existing pupils who are progressing through the School.
- 3.3 Prospective parents should also consult the School's terms and conditions, which are available from the School Office upon request.

4 Regulatory framework

- 4.1 This policy has been prepared to meet the School's responsibilities under:
 - 4.1.1 Education (Independent School Standards) Regulations 2014;
 - 4.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);

- 4.1.3 Education and Skills Act 2008;
 - 4.1.4 Childcare Act 2006;
 - 4.1.5 Equality Act 2010;
 - 4.1.6 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 4.1.7 SEND Code of practice: 0 to 25 years (DfE and Department of Health, January 2015).
- 4.2 This policy has regard to the following guidance and advice:
- 4.2.1 Children missing education (DfE, September 2016); and
 - 4.2.2 School attendance (DfE, November 2016).

5 **Publication and availability**

- 5.1 This policy is published on the School website.
- 5.2 This policy is available in hard copy, on request, from the School office.
- 5.3 This policy can be made available in large print or other accessible format if required.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Callum Douglas	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Callum Douglas	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Callum Douglas and Nicola Munden	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Callum Douglas	As required, and at least annually

Task	Allocated to	When / frequency of review
Formal review	Proprietor	As required, and at least every two years

7 Equality, diversity and disability

- 7.1 All candidates for admission will be treated equally, irrespective of their or their parents' race, sexual orientation, religion or belief, pregnancy or maternity, sex, gender reassignment or any disability. Candidates will also be treated equally in respect of their parents' age, sex or marital or civil partnership status.
- 7.2 The School is inclusive and welcomes applicants with disabilities and special educational needs. The School currently has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.
- 7.3 Parents of a child who has any disability or special educational needs should provide the School with full details on registration. The School needs to be aware of any particular requirements which may affect a child's ability to participate in the admissions procedure and to take full advantage of the education provided at the School.
- 7.4 The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation. The School will 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 child should an offer of a place be made.
- 7.5 In instances where provision is above the remit of the school's resources for example Occupational Therapy or Speech and Language, in order for the child to access the full curriculum, parents would be advised that an additional cost may ensue or support should be sought outside school.
- 7.6 The School serves a diverse community, and some pupils have English as an additional language. Pupils who are at an early stage of learning English as an additional language (i.e. those who join the School with little or no English) or who are at a more advanced stage of learning English but still below the level of competence expected within their age group, will require additional support from an EAL specialist. This extra provision is not included in the school fees.
- 7.7 Pupils in Years 1 to 6 must aim to achieve a reasonable degree of fluency in English in order to cope with the academic and social demands of the School.

8 Procedures

- 8.1 Prospective parents can contact the School via email office@gideaparkprep.co.uk or via telephone 01708 740381
- 8.2 To register for a place, parents are required to complete a registration form which is available from the School Office on request and to pay the applicable registration fee. Pupils may be registered for entry at any time after their birth.

- 8.3 Prospective pupils and their parents are encouraged to arrange a tour of the School prior to completing a registration form. Parents should contact the School Office to make an appointment to see the Head or Nursery Manager as appropriate, in order to discuss their application. No child is admitted until personal contact has been made.
- 8.4 **Entry points:** The following procedures apply at each of the main points of entry (September) and also to candidates for occasional vacancies in any other year group.
- 8.5 **Admissions procedure:** The School's admission procedure has two elements:
- 8.5.1 A tour and meeting with the Head (and Nursery Manager as appropriate)
- 8.5.2 At least one taster day (or session in the case of EY pupils)
- 8.5.3 The School is nonselective thus there are no formal assessments. However, paperwork will be sought from the transfer school and pupils will be asked to take part in suitable academic tasks to ascertain their ability level and any support that may be required.
- 8.6 **Taster day**
- 8.6.1 The pupil will be invited to spend the day with their prospective Form Group to (informally) assess 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.
- 8.6.2 In the case of a child presenting with additional learning needs, the School may request additional acquaint days. The same may be offered if a child does not settle well for their initial taster day.
- 8.7 **Settling days**
- 8.7.1 For Nursery applications, children will be invited to a number of 'settling sessions' prior to their entry in order that they might be familiar with the environment and their classmates before they start.
- 9 **Admissions criteria**
- 9.1 The admissions criteria are:
- 9.1.1 Successful Taster day;
- 9.1.2 commitment to the School's ethos as described in the School's aims; and
- 9.1.3 ability to meet the needs of the child.
- 9.2 We reserve the right to restrict the offer of places to children who we feel can benefit from the broad and varied curriculum offered and make a positive contribution to the School community.
- 9.3 All candidates must have the legal right to live and study in the UK
- 9.4 **Oversubscription for entry at age 4:** If the School has more applicants than places available, we offer places in the following order of priority: (1) Children of staff within the Inspired Learning Group; (2) Siblings of current or former pupils, and; (3) all other pupils in strict

order of registration. Please note that admission is not automatic and the candidate must meet the admissions criteria.

9.5 It is assumed that pupils will automatically progress through the School, subject to him / her meeting the required standards of behaviour and progress.

10 Bursaries

10.1 Bursaries are available and are means tested. Please contact the School or the School's parent company, Inspired Learning Group, for further information.

11 Training

11.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

11.2 The level and frequency of training depends on role of the individual member of staff.

11.3 The School maintains written records of all staff training.

12 Record keeping and confidentiality

12.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

12.2 A confidential admissions record will be kept for each candidate.

12.3 Admission register

For pupils admitted to the School, the School will:

12.3.1 maintain an admission register; and

12.3.2 inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points

in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

12.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's Data Protection Policy and Information Security Policy.

13 Version control

Date of adoption of this policy	January 2022
Date of last review of this policy	
Date for next review of this policy	January 2023

Policy owner (SMT)	Callum Douglas
Policy owner (Proprietor)	Amit Mehta