



ASHDOWN HOUSE ADMISSIONS POLICY

(to include Day, Boarding and EYFS pupils)

ASHDOWN HOUSE

ADMISSION POLICY 2018-19 (to be reviewed annually)

GENERAL

Deciding on the right school for a child is a very personal **and important matter**. In the first instance we recommend that you arrange a visit Ashdown House to meet with the **Headmaster** and to look around the school, meeting a wide selection of pupils and staff. This would normally take **up to two** hours and parents are very welcome to stay for lunch. Some parents choose to bring their child(ren) for the initial visit **although we understand that** this is not always possible. The **Headmaster** would expect to meet the child before an **offer of a place is made** and many children will enjoy a taster day/night as part of the process. If they are overseas and are unable to be in the UK, then a skype interview may be possible.

EYFS

Children may join the Nursery or Reception class at the start of the school year in September although we will also consider applications to join in January or April depending upon the availability of places. Parents and families are invited to meet with the Headmaster and Head of EYFS, and to visit the EYFS department in action, to see how their child(ren) would thrive, and to give an impression of how their child(ren) would move on up from the EYFS throughout the school. We are delighted to discuss how we are able to support the child(ren) at such an early stage and we would also like to find out more about their pre-school experiences.

THE ENTRY PROCEDURE

Ashdown House operates a partially selective admissions policy. Every effort is made to welcome children and we do so on the basis of whether we believe a child would be able to, "Benefit from the depth, breadth and pace of the school's curricular and extra-curricular provision." In cases where there are more children than places, the Headmaster will consult with other key staff and consider the following criteria to make a decision as to how to allocate the place.

- Siblings: Ashdown House is proud to be a family school and sibling applications are held as the strongest of the criteria for admissions
- Academic and extra-curricular interest, ability and potential: It is anticipated that children at Ashdown House will throw themselves into every aspect of school life with great enthusiasm. In cases where there are not enough places available in comparison to the number of children applying, the Headmaster will consult with key staff to make a decision based upon which child might be most likely to benefit from, and contribute to, all areas of the educational environment
- Behaviour: Children at Ashdown House are encouraged and expected to behave with kindness, consideration and thoughtfulness towards all other children and adults around them. During a child's taster day, consideration will be given to their willingness to listen, to share and to consider the needs of other pupils and staff
- Reports from previous schools

Where a child is entered for the EYFS department, the Head of EYFS will seek to visit a previous nursery and/or make a home visit in order to establish whether we would be able to meet the child's needs.

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Parents are asked to supply a copy of their child's previous school reports and/or educational psychologist reports to help determine whether the school is best-placed to facilitate their learning needs.

If a child has an educational psychologist's report, then the Head of Learning Support will administer an appropriate cognitive test while all children entering the Prep school (Years 1 – 8) will take a short cognitive ability test as well as English and Mathematics exercises during their taster day visit in order to facilitate setting.

Providing all the relevant reports from previous schools and/or educational psychologists forms an essential part of the admissions process and Ashdown House reserves the right to refuse entry and progress into any year from Nursery to Year 8 if it is felt that it does not have the capability of meeting the educational, pastoral and/or social needs of the pupil concerned.

Parents have the right to appeal against an unsuccessful application using the school's Complaints Procedure which can be found on the website.

REGISTRATION and DEPOSIT

Once a decision has been made to send a child to Ashdown House, a registration form must be completed and a non-refundable registration fee is charged. A year before entry a confirmation deposit is requested which will be offset against the final term's invoice.

The following registration details are required:

- Full name of pupil
- Gender
- Date of birth
- Contact details of at least two parent(s)/guardian(s)
- Address/contact details of previous school
- Date of entry
- Leaving date (if known)

Please note that the DSL (Designated Safeguarding Lead) will contact a child's former school prior to them starting at Ashdown House to ascertain whether there are any safeguarding concerns. Direct contact may be necessary between the schools/providers to ensure best practice.

EQUAL OPPORTUNITY

At Ashdown House we celebrate that there are differences between individuals and the school rejects discrimination against any pupil or adult on the basis of race, gender, sexuality, religion, age, ability and disability or social diversity. The *Equal Opportunities Policy* is available from the school office.

SPECIAL NEEDS

Ashdown House welcomes pupils with special educational needs on the proviso that the Learning Support Department can offer them the support that they require. **Parents of children with any special educational need or physical disability should be open about those requirements with the Headmaster before he or she is enrolled so that the school can make a fair and objective decision as to whether or not it can offer adequate provision. A copy of an EHCP, educational psychologist's report or a medical report must be given to the school to support the application so that the school can implement IEPs where necessary.**

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Where a specific learning difficulty is not identified by an educational psychologist's report, the Headmaster and SENDCO will exercise professional judgement, before determining whether there is a duty to make reasonable adjustments.

This decision will also be made with reference to the Equality and Human Rights Commission publication on reasonable adjustments.

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/reasonable_adjustments_for_disabled_pupils_guidance_pdf.pdf

BURSARIES

Ashdown House has no endowments for providing bursaries, but in cases of financial hardship and application can be made to the Cothill Trust and this should be supported by a standard means test. Both parents are required to provide documentary proof of their income and assets as well as any Family or Trust Fund from which their children benefit. Such declarations will be treated in the utmost confidence. Further details can be gained from the Headmaster at Ashdown House or the CT Bursary at:

Cothill House,
Nr Abingdon,
Oxfordshire
OX13 6JL
(01865 390030).

ADMISSIONS/ATTENDANCE REGISTERS

All pupils will be placed on both the admissions and attendance registers. (A hard copy of the attendance register will be taken each term and kept by the Headmaster. Further electronic historic copies have been kept since Autumn 2016.)

A child going missing from education is a potential indicator of abuse or neglect.

Ashdown House will inform the local authority of any pupil who is going to be removed from the admission register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system eg. Home schooling
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that they will be returning to school at the end of that period; or,
- Have been permanently excluded.

MJD
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