

WINDLESHAM HOUSE SCHOOL

POLICY: ADMISSIONS



Updated: September 2017

Policy: 04.00

Responsible Member of Staff: Head of Marketing and Admissions, Lucy Thornton

Responsible Governor: Douglas Moody-Stuart

Summary Statement of Policy: *Windlesham welcomes all children, regardless of background, belief or ethnicity, who will benefit from our ethos of providing a well-rounded education with exceptional pastoral care and opportunities for developing many talents. We admit on the basis of potential as determined by interview, informal assessment and references.*

This policy can be made available in larger print or in a more accessible format if required.

Reporting on Compliance and Effectiveness

The following reports should be made available: -

- The Board will receive termly reports on marketing activity.
- The Board will see an annual report in the Autumn Term analysing the September intake in several ways (sex, boarding/day, expatriate/UK, British/foreign etc.)
- Each term the Board will receive a short report indicating whether we foresee steady, rising or falling pupil numbers.
- An annual report on the results of a parents' and children's survey

1) Introduction

- a) Windlesham ('the School') is a co-educational independent boarding and day school for children aged 4 to 13. The Prep School (Years 3 to 8) has on average 300 pupils, approximately 2/3 of whom are boarders. The Pre-Prep (Reception to Year 2) has on average 50 day children. In Reception we follow the full-time Early Years Foundation program and in Years 1 to 8 we follow the National Curriculum (Key Stages 1, 2 & 3).
- b) We believe that a personal visit is invaluable so we hold a number of open events which give a general introduction to the School. Details are published on our website. We also welcome prospective parents and their children at other times for individual visits on a normal working school day. These are arranged through our Admissions Team (Telephone: 01903 874701 – email whsadmissions@windlesham.com)

This policy and procedures also apply to after school care.

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2) The Entry and Assessment Procedures

a) The Entry Procedure

- i)** The School is not an academically selective school but we require children to have an academic ability that falls broadly within the national average. Selection is based on informal assessments which focus on understanding the whole person, identifying pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the School.
- ii)** Admission to the School is at the Head's discretion.
- iii)** The usual points of entry are from 4 years of age (Reception), and at 7 years of age (Year 3) although admission at other times may be possible when space permits. Please contact the Admissions Team for details.
- iv)** In the case of year groups being over-subscribed, places are allocated firstly to siblings of current and past pupils, then on application dates.
- v)** Applicants for admission should register by September 1st of the year preceding the proposed year of admission, but when a place is available, registration can be completed at any time prior to the child's starting date.

b) The Assessment Process

i) Pre-Prep

- (1)** We expect children joining us in Reception to be meeting the majority of their 40-60 month Early Years Foundation profile and our Head of Pre-Prep will contact your child's nursery day care to establish your child's needs, both socially and academically to ensure that we can adequately cater for them. We will also invite your child in for an introductory session which will help us determine whether we are the right school for your child.
- (2)** Entry into Year 1 and Year 2 is determined by the child spending a day at the School and an informal assessment consisting of observations during classroom activities and social interactions with the other children. The children will also be asked to participate in reading, writing and mathematical activities to gauge their starting point on their learning journey at Windlesham.

ii) Prep

- (1)** It is assumed that a child who attends the Pre-Prep will automatically transfer to the Prep school in Year 3 unless the Head of Pre-Prep has advised the child's parents that this would not be appropriate. There is no assessment for children moving from the Pre-Prep up to the Prep school.

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- (2)** Children applying for entry into the Prep school from another school will be invited to spend a day at the School, and a night in the case of boarders, and have an informal assessment. This takes the form of Standardised Literacy, Numeracy, Verbal and Non-Verbal Reasoning Assessments and an interview with our Director of Studies. We will also request a copy of the child's most recent report from their current school.
- (3)** The aim of the process is to identify potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum.
- (4)** No specific preparation for the assessment visit is needed. All candidates start on an equal footing, with identical opportunities to display their academic aptitude and extra-curricular skills.

3) Equal Treatment

- a)** Our aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.
- b)** The School is committed to equal treatment for all and we do not discriminate against anyone, be it pupil or parent, on the grounds of any of the characteristics in the Equality Act 2010, gender, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN or disability, pregnancy or maternity.
- c)** A limited number of bursaries are available to enable as many children who meet the School's admission criteria as possible to attend the School (see separate Bursaries Policy).
- d)** This policy should be read in conjunction with the School's policy on Equal Education Opportunities (04.04).

4) Special Educational Needs and Disability

- a)** We do not discriminate in any way against any individual or group regarding entry. However, the School's facilities (physical and otherwise) for pupils with significant learning needs are currently limited. We welcome pupils with special educational needs, provided that our Learning Development Department can offer them the support that they require. We welcome pupils with disabilities provided that we are able to meet their needs, with reasonable adjustments, on our site.
- b)** The School will do all that is reasonable to comply with the Equality Act 2010 so that the School may accommodate the needs of disabled children for which, with reasonable adjustments, the School can adequately cater. Parents should inform the School at the earliest possible stage, of any special circumstances, including possible learning difficulties, relating to their child which may affect their child's ability to fully

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participate in the education provided by the School. We advise parents of children with special educational needs, specific learning difficulties or physical disabilities to discuss their child's requirements with the School before visiting or attending an assessment so that we can advise if we are able to adequately and reasonably support their needs and requirements.

- c) Parents should provide a copy of an Educational Psychologist's report or a medical report, including hearing and sight assessments, to support their application to the School.
- d) At the School, we are looking for children with the potential to cope with mainstream education and with the broad ISEB common entrance curriculum. In addition to an Educational Psychologist's assessment, we would be looking for a confidential report from the child's current school and would also require one of our Learning Development staff to meet the child for a brief interview and to do a small amount of reading, writing and maths with them. Following these steps, we would be in a position to know whether we could support their needs, with reasonable adjustments.
- e) We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the School.
- f) We believe that inclusive practices and quality first teaching have the biggest impact on learning and self-esteem. We have a small team of teachers who offer guidance and support, class teachers as well as some, paired or 1:1 lessons. We have external therapists such as Occupational Therapists and Speech and Language Therapists for children who need this short-term support.
- g) We have a team of specialist teachers and Learning Support Assistants in the department.
- h) The School will consider whether or not it is appropriate to levy any charges for additional support for a child on a case by case basis and on the basis of what is reasonable, subject always to the School complying with its obligations under the Equality Act 2010.

5) Sibling Policy

Most siblings join us at the School. However, admission is not automatic, and there may be occasions where we judge that a sibling is likely to thrive better in a different academic environment.

6) Bursaries

- a) A limited number of bursaries are available at the School. Bursaries are means-tested in accordance with the criteria published in the School's Bursaries Policy.
- b) All prospective pupils and their parents or guardians who are applying for a means-tested bursary or fee allowance, are required to meet with the Head and then complete a Statement of Financial Circumstances, The School also makes home visits

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prior to the award of any means-tested bursary.

- c) The level of support varies according to parental need but can extend to 100% of Boarding or Day Fees in cases of proven need.
- d) Bursaries are always offered for 12 months at a time. The family is required to provide fresh information about its circumstances for every year that their child attends the School. Levels of support may vary with fluctuations in income.
- e) The School's Bursaries Policy can be viewed on our website or can be obtained from the bursar.

7) Overseas Applicants

- a) We welcome overseas pupils, who can study at the School as boarders provided that they have a relative or legal guardian living in the UK with whom they can stay for some weekends, in case of illness where they would be better nursed in a home environment or in the event of the School being closed for any reason.
- b) Parents of overseas pupils should appreciate that the School does not normally run a short-term study programme, and expects overseas pupils to finish a complete course of study.

8) Fluency in English

- a) In order to cope with the academic and social demands of the School, pupils are expected to have a good level of English, they must be able to access CEFR (Common European Framework of References for Languages) Level B1; this equates to Cambridge Preliminary English Test (PET) or IELTS 3.0.
- b) Normally pupils should have been educated in the English medium for a short period of time before coming to the School.
- c) Pupils will be expected to have English as an Additional Language (EAL) tuition if their English is not fluent, at parental expense.

9) Religious Beliefs

- a) Although the School has Anglican roots, we do not select for entry on the basis of religious belief. This should be read in conjunction with the Collective Worship Policy (10.00).
- b) However, parents should be aware that in curriculum years 4, 5, 6, 7 and 8, there is compulsory Saturday morning school, and that all pupils are expected to attend.

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10) School's Contractual Terms & Conditions

Copies are on the School's website and will be made available to parents as part of the admissions process. A copy is included as Attachment II.

11) Complaints

In the unusual event of parents having a complaint about our admissions process, a procedure for dealing with complaints is outlined in the School's Complaints Policy, available on request.

12) This policy encompasses the following procedures:

- 4.1** Bursaries & Allowances
- 4.2** Disability
- 4.3** Accessibility Plan
- 4.4** Equal Opportunities – Education