



Blundell's
PREPARATORY SCHOOL

**ADMISSIONS POLICY
(INCLUDING EYFS)**

Author: Andy Southgate
Date Reviewed: January 2020
Next Review: Spring Term 2020

Policy Review Amendments

Date of Amendment	Amendment
27.01.2020	Changes to monitoring responsibilities in light of changes to SLT last year.



Admissions Policy (including EYFS)

Registration to Blundell's Preparatory School (including EYFS)

The School operates during term time only, but has the option of offering extended provision after school and some provision before school. Blundell's Preparatory School is a fee-paying school. For more information please visit the school's website.

Before the child is offered a place (Years 1 – 6), they are assessed using a combination of informal and formal testing, and usually reports are received from their previous school. If places are available, and assessment satisfactory, parents are sent a School Registration Form. This is then completed, returned to Blundell's Preparatory School with a cheque to cover the Registration fee and the School deposit to secure the place.

Staffing Policy

The ratio of staff is a minimum of one adult per four children in their first year of Nursery education and one adult for every eight children in their second year and Reception. In Key Stage 1 classes the ratio is one adult to nineteen children although on most occasions the ratio is one adult to nine children. In Key Stage 2 the ratio is also one adult to twenty children. If children require extra adult 1-1 support, it is available at extra cost.

The Target Group for this Policy

Inclusion is meant in its widest sense, when discussing the target group for this policy. It incorporates children and young people as well as the rights of parents and carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups, travellers, and any other diverse cultural groups. It also includes those with English as an additional language and children in Public Care (Looked After Children). Those with specific medical needs; suffering from low self-esteem or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Aims

- To work in partnership with all those involved in the child's upbringing.
- To recognise the importance of parents/carers and families in the life of every child.
- To actively try and seek the views of children and families and value their contribution.
- To promote access for all children to the same range of services, facilities and resources.
- To safeguard the welfare of every child.
- To provide a range of stimulating, fun and creative activities which are both age and ability appropriate, and in line with Foundation Stage Curriculum Guidance and the school curriculum.

- To increase awareness of special needs, minority groups and groups that can be discriminated against.
- To encourage adults and children to have a positive self-image.
- To create a friendly and caring setting.
- To challenge unacceptable language, actions or beliefs which may be prejudicial or exclusive to others.

Purpose

- To meet the individual needs of children and young people in our setting.
- To ensure that Inclusion and Equal Opportunities are put into practice.
- To raise quality and standards.
- To recognise the rights of the child.
- To encourage parents/carers and young people to use the provision.
- To increase awareness.

Equal Opportunities

Blundell's Preparatory School promotes the belief that everyone in the school is of equal value and should have equal opportunities in school and in life. The School endeavours to ensure that equality of expectation and opportunity prevail.

Members of staff are alert:

- To the possibilities that exist in text books and teaching materials to portray stereotyped images.
- That girls and boys are subject to the same disciplinary procedures.
- That everyday segregation by sex, religion or culture as part of the school administration may present implications of expectation of behaviour and attitude.

Members of staff are aware that:

- Some teachers have different expectations of girls and boys.
- Boys are shown generally to receive more teacher attention.
- Boys can dominate in the use of equipment in Science, Design and Technology and Information, Communication and Technology Studies.

It is School policy that steps will be taken as far as possible to prevent pupils or staff being discriminated against by reason of race, religion or culture or because of their gender or sexual orientation, because of their socio-economic background or because of disability.

Adopted Children

Staff are aware of the possibility of adopted children within the school population. Where appropriate, they will have received 'Adoption Information' about their particular needs.

Implementation

The Learning Success coordinator (SENDCO) is responsible for promoting Inclusion in this setting. With the Head Master, Deputy Head and the Head of Pre-Prep, staffing levels and resources will be continually reviewed.

The Prep School has some limited access on the first floor. As a result of this the Prep school, at present, would not be able to safely cater for children needing assistance with mobility aids such as walking frames and wheelchairs. Please refer to the school's Accessibility Plan for more details.

Our catering manager can meet special dietary requirements and all staff are aware of these requirements and plan accordingly so the children can safely be included in all activities.

We participate in relevant training events organised by Devon LEA and Partnership as well as IAPS.

We have regard for the Early Years Foundation Stage Curriculum Guidance; the Special Educational Needs revised Code of Practice and the Special Educational Needs Disability Act.

Practitioners plan differentiated activities for individual children according to their needs to ensure all children can be successful and reach their potential.

In the Foundation Stage, practitioners use observational records, which help to identify individual needs as well as records from previous practitioners and on-going observations. Information is written in class notebooks, assessment sheets and forecast sheets. These are also used in the Pre-Prep. In the Pre-Prep and the Prep school teachers keep their own records of continuous assessment. From Year 1 to Year 6, GLA tests are used and from Nursery 1 to Year 6 records of assessment are kept for each child. In Key Stage 2 assessments are also carried out in the form of school examinations.

Any child with a special educational need and/or disability is placed on the Special Needs Register with an Individual Education Plan, which is set up by SENDCO in the Prep school and by individual class teachers in the Pre-Prep with the SENDCO.

The effectiveness of teaching and learning is reviewed, monitored and evaluated by practitioners on their weekly short-term planning sheets. The Head of Pre-Prep and Head of the EYFS receives copies of all plans for the Foundation Stage curriculum. The Assistant Head (Assessment and Reporting) receives all plans for the Key Stage 1 and Key Stage 2 curriculum. They then provide feedback as necessary.

The whole school links effectively with others to exchange information by regular meetings within the school with other practitioners. On a regular basis, the Assistant Heads, the SENDCO, the Head of Pre-Prep, the Deputy Head and the Head Master meet to discuss a range of issues. The Foundation Stage staff also attend the Devon Early Years Partnership Cluster Group meetings. The Head Master and Deputy Head also regularly attend meetings with staff at the senior school, Blundell's. There is regular communication between the SENDCOs of each school. The SENDCO also liaises with outside agencies for example Nursery Plus, Speech and Language therapists and Educational Psychologists.

Children that do not go into Reception classes at Blundell's Preparatory School leave in the term before they are five years old. We pass on information via our transfer document and the settings are contacted with our details should they require further information. If a child leaves the school after the Foundation Stage, GLA test results with a letter from the Head Master are sent to their next school and a copy of their last report is sent on request.

Parents are welcome to make an appointment with teachers, Assistant Heads, the Head Master, the Head of Pre-Prep and the Deputy Head at any time as well as at the formal parents' evenings held during the year. Parents with children in Years 3 to 6 receive written reports once a year and Effort and Attainments Grades, with comments from Core Subject teachers, Form teacher and pupil self-assessment, five times a year. Pre-Prep parents receive written reports twice a year and in Key Stage 2, GLA test information is passed to parents if requested. Parents are encouraged to fill in a questionnaire about their child during the Foundation Stage.