

MORE HOUSE SCHOOL

POLICY

ADMISSIONS

Rationale:

More House School is dedicated to helping boys who need a supportive learning environment because they would fail to realise their academic potential within a mainstream school setting. The School provides expertise and provision for the support of boys aged from eight years old who are within the average range of intelligence, but may struggle academically or socially because of specific learning difficulties, language processing disorders, or associated social communication difficulties.

However, the skills within the School and its environment cannot help every boy, and it is very important that accurate and relevant information is shared between the School, the parents or guardians, and any other body with responsibility for a boy's placement, so that an accurate assessment of the School's capability of meeting the academic and pastoral needs of each pupil is made. For example, due to the open nature of our large, rural site, we are unable to provide the level of support necessary to meet the needs of children who are likely to run away, or have a history of attempting to do so. Therefore a careful screening process is applied so as to identify a boy's learning and social needs, and to measure them against the School's provision. The screening process must also make sure that the boy will be well-supported within our community. The School's economic need will not alter our stance on admissions.

Purpose:

1. To ensure only those children whose needs can be properly met are admitted to the School.
2. To ensure only those children who would benefit from, and would fit into, our evolving community are admitted.
3. To ensure no admission of a child will have a detrimental effect on the progress or wellbeing of other pupils in the School.
4. To ensure as far as practically possible that a disabled pupil is not placed at a substantial disadvantage to his peers by considering reasonable adjustments.
5. To aim to help those who are not admitted find a more suitable placement.

Broad Guidelines:

A comprehensive admissions process, planned so that all information necessary in order for the School, the parents or guardians, and any other body with responsibility for a boy's placement to make an accurate assessment of the likelihood that the School can meet the boy's needs, will be followed.

The admissions process will operate in the following manner:

- ◆ An initial enquiry regarding a possible placement for a boy in the School will be handled by the Admissions Registrar, most usually by telephone or electronic mail. The purpose of this initial communication is to gain an overview of the boy's academic and social profile.
- ◆ If the information obtained during the initial enquiry is suggestive of a possible match between the boy's needs and the School's provision, the Admissions Registrar will seek to obtain all relevant documentation which might provide greater detail. Such documentation is likely to include previous school reports, and reports of any assessments undertaken by an Educational Psychologist or other educational or medical professional providing information relevant to the child's academic and social profile and support needs. Where the child is the subject of an Education, Health and Care Plan, or Statement of Special Educational Needs, it is necessary that such a document is shared with the School at this stage.
- ◆ The Admissions Registrar will collate the information received and, in consultation with the Director of Assessment and Therapy, and together with the Headmaster, will determine whether the information is suggestive of the School being an appropriate placement in terms of the provision and environment matching the boy's needs.
- ◆ Where there is deemed to be a match, the Admissions Registrar will then arrange an appointment for the parents or guardians to visit the School and to meet with the Headmaster. This visit is usually conducted in the absence of the child. The purpose of the visit will be to provide the parents or guardians with more detailed information about the school's provision and ethos. It will also offer an opportunity to obtain additional information from the parents or guardians about how the boy presents within an educational setting, academically and socially, and about the boy's needs. This initial meeting gives parents or guardians an opportunity to tour the School, observing the facilities and the School in action.
- ◆ If, following their visit to the School, the parents or guardians, and the Headmaster, believe the further pursuit of a placement in the School is appropriate, the Admissions Registrar will arrange an assessment of the boy in School. Such an assessment will involve at least one School day, but may be longer. Where a boarding placement is being considered, an assessment must include an overnight stay and assessment by the boarding staff. The purpose of the assessment visit is to provide the boy with an opportunity to experience the School's environment, and to permit the staff the opportunity to assess to what extent the School's provision is able to support the needs of the boy. This must include the extent to which the boy can be supported within the School's teaching environment and its methods of delivery. Assessment will also consider the boy's speech and language therapy, occupational therapy, literacy and numeracy needs.

- ◆ Following this assessment visit, the Headmaster will determine whether the School is likely to be successful in providing the environment and support necessary to enable the boy to make the academic and social progress of which he is capable. He will also determine whether the admission of the boy into the School would be likely to affect adversely the progress and wellbeing of other pupils in the School. Based on these two decisions, the Headmaster will then either offer a placement, or explain why an offer of a place has not been made. This communication, will be confirmed in writing to the parents or guardians.
- ◆ The School will consider what it can do to ensure that a disabled pupil is not placed at a substantial disadvantage to his peers. This will be achieved by applying a reasonableness test to any possible adjustments that the pupil may require. Consideration will include whether the adjustment would overcome the substantial disadvantage; the need to maintain academic, musical, sporting and other standards; the financial resources available; the cost of taking a particular step; the extent to which it is practicable to do so; health and safety requirements; the impact on others in the School community and the interests of other pupils.
- ◆ If it is concluded that the School would not be successful in meeting the specific needs of the child, or that the child's admission into the School would be detrimental to other pupils in the School for whatever reason, the School will endeavour to advise the parents or guardians on other settings which may be more capable of supporting the pupil.
- ◆ If an offer is made, the parents or guardians will be asked to respond in writing confirming their acceptance or otherwise of the placement, and will be asked to provide additional information prior to the pupil's starting in the School.
- ◆ Where a placement is offered by the School, and accepted by the parents or guardians, the first academic term will be considered a probationary term during which either party, parents/guardians or the School, may terminate the placement without financial penalty should it be considered that the child's placement in the School is not appropriate.

Conclusion:

Through the detailed scrutiny of documentation, informal assessment, and open discussion between parents or guardians and the School's staff, the School will make a fair and balanced decision about its suitability in meeting the needs of each prospective pupil. This will allow successful applicants to make the best possible academic and social progress, whilst ensuring that those boys whose needs cannot be met by the School are supported to obtain appropriate placements in more suitable settings. At all times, the School's admissions process will be applied fairly, and so that the best interests of the individual boy, and of all other pupils in the School, are promoted.

References:

Education Act 2002

Schools Standards & Framework Act 1998

The Education (Independent School Standards) (England) Regulation 2010

Schools Admission Code 2010

The Equality Act 2010
