



Moorlands School
ADMISSIONS POLICY

This policy applies to all pupils including those in the EYFS

Moorlands School is a co-educational School for children between the ages of 2 and 11. The school aims to produce academic all-rounders and to prepare children for entry to the region's and UK's independent day and boarding schools. The Governors determine the overall admissions policy of the School in consultation with the Headteacher.

Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We hold a number of Open Events which give a general introduction to the school, details of these are published on our web site. We are also very happy to welcome prospective parents and their children at other times.

Equal Opportunities (please refer also to the School's Equal Opportunities Policy)

Our aim is to encourage applications from candidates with a diverse a range of backgrounds. This enriches our community and is vital in preparing our pupils for today's world. Bursaries are offered in order to make it possible for those who meet the school's admission criteria to attend the school.

Moorlands School is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, sexual orientation or social background. Our provision for bursaries is described below.

Admission Criteria

Admission to Moorlands School depends upon a prospective pupil meeting the criteria required to maintain and, if possible, improve the educational and general standards for all its pupils, commensurate with the School's ethos and aims. The School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers.

The School's criteria for admissions are:

- that a prospective pupil achieves sufficient results during a 'taster' / assessment day to satisfy the Headteacher that he or she can cope with the general pace of learning at the School. An individual's economic status, gender, race, ethnicity, sexual orientation, religious beliefs, and in most cases disability (see below), do not form part of this selection process;
- that a satisfactory report is received from a pupil's current school or nursery setting
- that a prospective pupil, in the judgement of the Headteacher, shows sufficient aptitude, commitment and willingness to benefit from the educational opportunities on offer at the School;
- that the School is able to meet the needs of a prospective pupil without impairing the education of other pupils;
- that there are sufficient vacancies in the appropriate year group;

Special Educational Needs and Disability

This guidance should be read in conjunction with the School's Learning Support Policy. The School is inclusive and promotes a positive culture towards inclusion of disabled pupils* and those with special educational needs and will not treat any applicant less favourably on these grounds.

However, at present, its facilities, physical and otherwise, for the disabled and those with special educational needs are limited. But, the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The School also follows guidance issued by the Disability Rights Commission and the Independent Schools' Council.

All applications will be judged fairly and the School will consider any reasonable adjustments which our small learning support team may be able to provide in order to cater for the child's disabilities.

** For the purposes of this guidance, 'disability' includes any pupil or prospective pupil whose mobility, hearing, sight or other physical functions are impaired, or who exhibits other special educational needs, such as dyslexia or dyspraxia, or significant behavioural or emotional problems.*

When applying for a place, parents are asked to discuss with the Headteacher the nature and extent of any disability.

The Headteacher may request copies of any assessments or relevant medical reports. Subject to this, the School will be sensitive to any requests for confidentiality. In assessing a prospective pupil, the School will consider each case on an individual basis and make any reasonable adjustments. The School is happy to consider any pupil with sufficient aptitude for a place at the School and no group is excluded per se. However, parents may wish to be aware of certain factors before deciding whether Moorlands School will be a suitable school for their child.

Physical layout of the School

In common with many other schools, Moorlands School consists of separate and historic buildings which cover a reasonably wide area; none are currently provided with lifts. In order to provide specialist facilities, several subjects (such as music and science) are taught in subject areas and the more senior pupils therefore move from classroom to classroom between lessons. However, some parts of the School are accessible to those with a level of impaired mobility and the School is therefore happy to consider such prospective pupils.

Sport and physical education and activities

Sport and physical education are a significant part of the programme at Moorlands School. However, there is no absolute requirement for any pupil to take part in any or all such activities if, by reason of disability, parents do not wish them to or they are advised not to. In such cases, the School will endeavour to provide appropriate alternatives but cannot

guarantee such provision. Alternatively, parents may (with the Headteacher's permission) wish to take their child out of School on their designated games times, for example, to attend physiotherapy. Every effort will be made to accommodate a pupil with a disability on school trips and expeditions, especially those which form a part of the academic curriculum. However, each case will be assessed separately and the School reserves the right to refuse a place on a trip if it considers that it cannot provide for the welfare of the pupil concerned or if other pupils or staff might be placed in a position of danger.

Sight or hearing-impaired pupils

Prospective pupils who are sight or hearing-impaired are welcome to apply for admission. The School foresees no problem with admitting a pupil who needs to use an individual hearing system, but sufficient time would need to be allowed for appropriate staff training in advance.

Specific learning difficulties

Parents are asked to advise the Headteacher at the time of application if their child has a diagnosed specific learning difficulty and to send the Educational Psychologist's report to the School in advance of the taster day. Children with a specific learning difficulty will be allowed additional time and other assistance as required in any assessments undertaken. The School has a small Learning Support team who are able to work with pupils on a one-to-one basis. **This service is designed to assist those pupils with mild learning difficulties such as dyslexia or dyspraxia.**

Behavioural or emotional problems

Pupils with a history of behavioural or emotional problems may be accepted into the School. The School may require a medical examination to be carried out and, if any medication is prescribed (e.g. Ritalin), parents must ensure that medical advice is followed. As with all disabilities, each case will be considered on an individual basis. However, the over-riding consideration in this case will be whether the presence of a pupil with behavioural or emotional problems in the School will impair the education of other pupils (for example, by occupying large amounts of staff time) or put other pupils or staff directly or indirectly at risk.

The Headteacher, who is responsible for safety and discipline in the School and for the day-to-day running of the School, has the right to request the removal of a pupil in such circumstances and where in her opinion it is in the interests of the pupil and/or the School. By signing the terms and conditions of the School the parent/guardian acknowledges and accepts the authority of the Headteacher at all times.

English as an Additional Language

The school will admit children for whom English is an Additional Language (EAL) if it deems them able, with appropriate support, to benefit in due course from the mainstream curriculum. Until such time, provision may be made by use of a translator or individual tuition in English, by a specialist teacher, in place of mainstream lessons. It is a condition of admission that the cost of such tuition should be borne by the parents. (Please also refer to the EAL Policy)

Disclosure

In order for the School to consider what reasonable adjustments it may need to make for each individual pupil, full disclosure by parents of any medical reports, educational, psychology or psychiatric assessments, or any other relevant information, in advance of any application is essential.

All prospective parents will be asked to complete a form detailing any issues or concerns known at the time of application. In cases of doubt, parents should consult the School in advance of any application.

In the event of parents disclosing relevant information of which they were already aware after accepting a place, or being discovered to have deliberately withheld such information at any stage during or after the admissions process, and the School is unable to make reasonable adjustments to cater for the pupil, the School reserves the right to withdraw the offer of a place or, if the pupil has already joined the School, to ask the parents to withdraw the child.

The Assessment Process

The Headteacher is responsible for securing the admission of suitable pupils to the School.

She may delegate the assessment, testing and recommendation of candidates to appropriate senior staff, whilst retaining responsibility for selection and the authority for the admission of pupils.

The criteria for the selection of pupils for admission are at the discretion of the Headteacher.

The School will consider entry at any point in a pupil's career, subject to the availability of places.

Early Years Entry Policy (Squirrels, Foxes and Reception)

Pupils are normally admitted to the school at age 2 and the expectation is that they would normally transfer automatically into Year 1. Assessment is usually done within the classroom setting by the Head of Early Years (or a member of staff deputed for this purpose). The Head of Early Years will make a recommendation to the Headteacher.

Assessment will include elements of:

- Communication, both verbally and non-verbally with both adults and peers
- Social Development - level of ability to work and play as part of a group; relationship to others
- Colour recognition
- Shape
- Letter

- Word
- Hand/eye coordination

Early Years children must attend for a minimum of 4 sessions per week. To allow the school to provide the appropriate staffing levels, the number of sessions attended can be increased at any time with notice, if places are available, but the nursery is unable to reduce the number of sessions once parents have committed to them.

- Mornings sessions are from 8am-1pm (equivalent to 1 session)
- Full days from 8am to 4pm (equivalent to 2 sessions)
- An enhanced fee will be made for the hours attended over the hours covered by either the 15 hours or 30 hours FEEE. This charge reflects the enhanced curriculum, specialist teaching and lunch.
- Wrap around care including breakfast and tea, is also available and charged termly in arrears.

15 hours FEEE (Free Early Years Education Entitlement)

Children attending Moorlands School may be eligible to receive Free Early Education Entitlement. The first 15 hours per week of Early Years Foundation Stage are delivered completely free of charge. The balance of fees payable for the term are due entirely in respect of the additional hours pupils attends the school.

Children are eligible in the term after the term in which pupils turn three years of age and the final entitlement will be in the term which children turn five years of age.

For parents wishing to access the 15 hour funded entitlement only, this is offered over three mornings (8am-1pm), available between Monday and Thursday. The cost of this is fully met by the 15 hours entitlement. Wrap around care is not available for parents requiring this option. A cooked lunch is available at a separate charge.

30 hours FEEE (Free Early Years Education Entitlement)

The school supports the Government's 30 hours FEEE per week, for those families who are eligible. Unlike the 15 hours FEEE, which is universal, the 30 hours additional funding has eligibility requirements and parents will have to apply for it via the Government's Childcare Choices website. Eligible parents will receive an 11 digit 'eligibility code' for their child which they will need to share with the school, along with the child's national insurance number and a copy of the child's birth certificate.

For parents wishing to access the 30 hour funded entitlement only, this is offered over five mornings. This would be between 8am to 2pm. The cost of this is fully met by the 30 hours entitlement. Wrap around care is not available for parents requiring this option. A cooked lunch is available at a separate charge.

There are limited places, at the discretion of the school.

Main School Fees

From the term, after which children turn 5 in Reception-Year 6, fees include full wrap around care:

- Supervised breakfast club from 7.30am

- A range of after school clubs 4-5pm, taken by school staff
- After school care until 6pm, which includes a sandwich tea.
- There is an additional fee for lunch

Main School Entry Policy (Years 1 to 6)

The nature and formality of the assessment will vary according to the age of the candidate. The assessment will include elements of the following:

- Social development – the level of ability to work and play as part of a group
- Conversation – the level of effective communication with adults and peers – usually both these elements will be undertaken in a classroom setting.
- Individual Assessment which will include elements of

Key Stage 1

- a piece of writing, with the class teacher, 'All about me'
- Reading Test or read with member of staff
- Spelling age test
- White Rose Hub Maths Assessment

Key Stage 2

- **English**
 - Speaking and Listening
 - Reading – for information – reading age test
 - Spelling age test
 - Writing
- **Mathematics**
 - To include mental maths
 - Year group appropriate White Rose Hub maths assessment

The individual assessment will be administered by the SENCO who together with the form teacher will make a recommendation to the Headteacher.

Sibling Policy

Most siblings join us at Moorlands 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.

Bursaries (please refer also to the Bursary Policy)

We offer a number of means tested awards annually to entrants, where the parents have indicated on the registration form that they require financial support. Bursaries are means-tested in accordance with the criteria available from the School Bursar. Both parents are required to provide proof of their income and assets. The level of support varies according to parental need.

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.

Our Bursary Policy can be obtained from the Deputy-Bursar. Susan.leak@moorlands-school.co.uk

Religious Beliefs

Although Moorlands School has Christian roots, we do not select for entry on the basis of religious belief and welcome pupils of all faiths, or none, into the school.

School's Contractual Terms and Conditions

Copies will be made available to parents as part of the admissions process.

Appeals

An application for admission may be refused if, in the opinion of the Headteacher:

- It is not possible for the School to provide an appropriate education for the prospective pupil
- The admission of the applicant is likely to jeopardise the safety and/or education of other pupils and/or jeopardise the good name and reputation of the School

Or if

- In the case of an applicant for the Reception class, parents are unable to give an assurance that lavatory training has been satisfactorily completed by their child.

Any appeal with regard to admission should be made in writing to the Headteacher.

Further information or advice regarding admissions can be obtained by contacting info@moorlands-school.co.uk

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