



THE PRE-PREP FALCONS SCHOOL FOR BOYS

(INCLUDING THE EARLY YEARS FOUNDATION STAGE)

Falcons Pre-Preparatory School for Boys

# Admissions Policy

**Primary person responsible for updates to this policy:** Barbara Ivie and Andrew Forbes

**Job title:** Registrar/Headmaster

**Last review date:** January 2019

**Next review date:** September 2019

**Relevant ISI coding (if applicable)** 15a

**Circulation:** This policy is addressed to all members of staff and volunteers in our school and is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Falcons Pre-Prep School for Boys, 'parents' refers to parents, guardians and carers.

## Introduction

There are two main entry points for boys taking up a place in the pre preparatory department at the Falcons School for Boys, in Nursery aged 3 rising 4, and in Reception aged 4 rising 5. For boys starting their schooling in Early Years, places are awarded in the order of their registration date, with priority being given to boys with siblings already in the Falcons Schools. The school is non-selective and boys are awarded reserved places upon completion of a registration form and payment of a registration fee. Places are confirmed upon receipt of a deposit which is requested approximately 12 months prior to the anticipated start date. Occasional places do become available in Years 1 and 2, and for entry at this level boys are invited to spend a day with a prospective class so that an assessment can be made as to their academic and social capabilities. Reports from their current school are also required.

## Aims and objectives

We are an inclusive school that welcomes children from all backgrounds and abilities. All applications will be treated in an equal manner. The only restriction we place on entry is that of availability. If the number of boys applying for entry exceeds the places available, we enforce the procedure set out above in order to determine whether a boy is accepted or not. Although it is our wish to allow parents the right to have a place at the school of their choice, this may not always be possible, due to the constraints of availability. The level of ability of a boy, or any special needs that he may have, play no part in the admissions policy of this school, unless the school feels that those special needs/abilities may negatively jeopardise the education of his classmates and/or the school is unable (as a result of issues beyond its control) to meet the boy's special need. On receipt of registration forms we may also seek references from prospective pupil's current school, if relevant.

The Falcons Pre-Prep School takes into account and pays due regard to the Equality Act 2010. We are committed to equal treatment for all, regardless of race, religion, ethnicity, social background, and if appropriate, sexual orientation. Support is available for pupils with EAL.

## Admissions Procedure

Parents can register their sons at any time from their date of birth onwards. We would recommend that they make an appointment to visit the school before applying, although this is not a pre-requisite. A registration form can be completed at the visit and is obtainable from the school registrar or can be downloaded from our school website (<http://www.falconsboys.co.uk/>). The registration form should be submitted together with the relevant fee, and a copy of the child's birth certificate. He is then placed on the admissions list for the relevant year and entry level.

Places are offered on receipt of the registration form, and parents are asked to confirm the reservation of a place within a two month period. Approximately 12 months prior to start date, a deposit is requested to confirm the intention to take up the offer. The child will be invited to attend an informal assessment session or a 'Come & Play' session prior to parents committing to the place. The deposit is refunded when the child leaves the school, providing that the requisite notice has been received and there are no outstanding payments. Fees are due on the first day of term.

Boys enter Nursery in the academic year in which they become four, and Reception in the academic year in which they become five. They will usually start at the beginning of the academic year which is early in September. In certain circumstances, such as relocations, we will admit children mid-term or mid-year. It is important to note that the Nursery is an integral part of the school, and enrolment

at this level assumes transition to the subsequent Reception year, unless the required notice of one term is given. Due to the nature of the Reception learning environment, in very exceptional instances the headmaster reserves the right to resign the charge of a child at this transition phase.

### **Waiting List**

If we do not offer a boy a place at Falcons School for Boys, it is because to do so would prejudice the education of other children by allowing the numbers of children in the school to increase beyond that of the optimum for the class size. Boys may stay on a waiting list until a place becomes available.

### **Class size**

We keep class sizes to 16 or less, but reserve the right to increase slightly above this in certain circumstances.

### **Record keeping**

We keep the following student details recorded on the admissions register:

- Full name
- Sex
- Date of Birth
- Name and address of all parents/guardians and at least one telephone number
- Address of new or additional place(s) of residence of the student, and date the student began to reside there
- Full name of parent the student lives with (if applicable)
- Date of admission/re-admission
- Name and address of last school
- Name of destination school- where known
- Start date at destination school- where known

We are required to notify our local authority when we add or remove a pupil's name on the admissions register. This includes children leaving at the end of year 2, and at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. A forwarding address and destination school details must be supplied.

### **Bursaries**

Applications for bursaries should be submitted to the Headmaster and will be processed in conjunction with the Alpha Plus Group Head Office. You will be required to complete a Common Data Capture Form, and discuss your submission with the Headmaster. Forms are provided on request to the school. Bursaries are not available for Nursery aged children.

## ADMISSIONS POLICY FOR SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome as long as we have the appropriate resources and facilities to provide them with the support that they require.

At time of registration:

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue to support the child as long as:

- a) We have the appropriate resources and facilities to provide them with the support they require,
- b) We believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

### Principles and aims

We aim to:

- ensure that all pupils have access to a broad and balanced curriculum
- provide learning which is differentiated and reasonably adjusted according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the school
- encourage pupils with SEND to take as full a part as possible in all school activities
- educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

### Procedural objectives

- A designated person (SENCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The SENCO, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers
- In some circumstances the school may request one-to-one support, at parental expense