



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

Admissions Policy

Scope of Policy

This policy applies to the school including the EYFS.

The maximum number of pupils that may be enrolled in the school in the same form on the same date is 9. Children in other years will be admitted on an available space basis.

The Governors admit children from the age of 3. The Governors will adhere to the admissions criteria set out below. Within each of the defined categories, precedence will be given to children of statutory school age.

The Governors will admit children in each school year up to, but not exceeding the school's optimum number. If the number of requests exceeds the number of places available, the following criteria apply in order of priority:

1. Date at which child was registered.
2. Children who have brothers or sisters attending the school.
3. Children who have strong family connections with the school.
4. Children who are suffering either academically or emotionally in another school.

If the school does not have enough places for all the children in one of the above categories, priority will be given to children who fulfil more than one of the admission criteria.

Parents of children who are unsuccessful in gaining a place will be informed in writing.

Parents who are considering sending their child to the school may visit, by making an appointment to see the Head. Pupils will be invited to spend a day at the school and may be asked to take some form of assessment so that the Head is able to identify the child's educational needs.

ADMISSIONS AND SPECIAL NEEDS

We are a non-selective school and welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Hopelands Preparatory School. Treating every child as an individual is important to us and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment. The school reserves the right to decline the offer of place where significant needs cannot be met by the school.

We advise parents of children with special educational needs to discuss their child's requirements with the school before he or she comes so that the school can make adequate

provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example, for extra time or other special arrangements.

ON ENTRY

Each pupil with a special educational need requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

Our Learning Support Department is able to support each pupil with a specific learning difficulty in the following areas:

- Dyslexia
- Numeracy
- Dyspraxia
- Literacy
- Spellings
- Reading

MONITORING AND REVIEW

The school can arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. The school can arrange specialist one to one lessons and help with study skills outside the normal curriculum. We work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

Our SENCO will prepare an Individual Education Plan (IEP) for each child setting achievable targets. The child, together with his/her parents and teachers reviews the plan regularly, and the child is encouraged to take ownership of it and to set his/her own targets.

PHYSICAL ACCESSIBILITY

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the school's Disability Policy Accessibly Plan from the school office.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes.

ENGLISH AS A SECOND LANGUAGE

Should a child, for whom English is an additional language, wish to join Hopelands Preparatory School then their educational and welfare needs will be assessed in accordance with our SEN policy by the Head or external agencies if necessary.

If extra provision requirements are identified, such as learning support, translators or other specialist staff, the school will endeavour to meet these needs.

The cost of implementing these requirements, including assessments, DBS checks and resources will be passed to the parents and it will be their responsibility to pay all related fees prior to the child starting at the school.



We will do our best to assess children with EHCP needs and see if the school has the capacity to meet their needs.

STAFF TRAINING

All staff (including teaching and support staff) are given training on working with disabled pupils. Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

CHARGING POLICY

Specialist learning support assessments and lessons are charged as extras. This is reviewed annually by the Bursar.

This policy was adopted at a meeting of	Hopelands Preparatory School
Held on	<u>June 2017</u>
Date to be reviewed	<u>June 2018</u>
Signed on behalf of the senior management team	
Name of signatory	<u>Sheila Bradburn</u>
Role of signatory	<u>Head</u>
Signed on behalf of the Governing Body	
Name of signatory	<u>Richard James</u>
Role of signatory	<u>Chair of Governors</u>