

## **Bury Catholic Preparatory School**

### **Mission Statement**

*Each child in this school family is as important to us as they are to God.*

### **Aim**

*We aim to educate all our children in a secure and loving environment, working together to ensure that we provide the positive experiences of success that give confidence and motivation for future learning.*

### **Admissions Policy**

#### **Every Child Matters**

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Social and economic well-being

### **Inclusion**

At Bury Catholic Preparatory School we recognise that all our children have the entitlement to be included in all aspects of school life. In order to ensure that our children are valued as individuals and able to benefit from the opportunities on offer we:

- adapt activities to take account of learning styles;
- plan carefully to include a variety of teaching approaches and setting of additional targets;
- assess the language used;
- communicate with other members of staff and parents;
- develop cross-curricular links;
- allow time for reflection and role play and
- thoroughly evaluate and monitor.

### **Introduction**

Our Board of Governors has ultimate responsibility for fair and equal treatment for anyone applying for a place at this school.

Children are admitted to this school at the discretion of the Head teacher. We seek to be an inclusive school, welcoming children from all backgrounds and abilities. All applications are treated on merit, and in a sensitive manner.

On entry all pupils become part of this school community, which is a Catholic one. Attendance by the whole school community at celebrations such as Mass, is a principle mark of the Catholic ethos of the school and the Governing Body expects the Head teacher to make such arrangements so that this is both practical and feasible. The Head

teacher leads the school community in faith and all staff are required to actively support and promote the Catholic ethos of the school.

**SENDA (Special Educational Needs and Disability Act May 2001)**

The School’s Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. The school therefore fulfils an *anticipatory duty* as defined by the act. A failure of a parent to divulge SEN/disability at this time constitutes a *justification* under the act for discrimination. Where a parent requests confidentiality regarding a SEN/disability this request would limit what the school could provide in making *reasonable adjustments*. Under these circumstances the school has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

No child should be discriminated against on entry into the School, because of their individual needs.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider context	

**Admissions Procedure**

1. Enquiry for a prospectus/invitation to Open Day
2. Application for admission.
3. Assessment/play session in Nursery class
4. Interview with Head teacher.
5. Decision in writing.

1. Prospectus enquiries and visitors to the school, including Open Day, are recorded so that school can analyse their effectiveness.

2. Parents/carers may write a letter applying for a place and they then will be requested to complete a formal application form. When completing an application for admission parents are made aware that the information they provide will be stored on a computer. This conforms to the Data Protection Act and all information held is strictly confidential and accessed only by those with a right to see it.

3. Children are invited to an assessment/play session run by the Early Years staff and parents/carers and child are then invited to an informal interview with the Head teacher in

the following week. If the family has not visited the school before they will be taken around at this time. At interview parents will be asked to produce their child's birth certificate. The admissions procedure begins at the beginning of the spring term. For entry above the Reception class children are invited to spend a day in school. The class teacher will assess them during the day and parents are given feedback by the Head teacher at the end of the day.

The criteria at interview are simply whether a child can benefit from what is on offer at this school.

4. The Head teacher will write to parents with her decision within a week. Parents applying for nursery places will be informed by the beginning of March. Parents are then asked to complete an acceptance reply slip, a school contract (ID and proof of residence required at this time) and pay and sign a registration bond (for children over the age of 5 years).

### **Guidelines**

We desire to follow the example and life of Christ:

- through **prayer**
- through community **worship** both in School and in Church
- through Religious Education where our children are encouraged to **explore**
- through **actions** in the local neighbourhood and the wider world.

Children enter school in the September following their third birthday. In some instances children are accepted into the Nursery class at the beginning of the term in which they have their third birthday. Children entering our Nursery class are expected to be completely toilet trained. We are able to offer up to 24 full time places however free 15 hour places are also available.

Children can also come into the Reception class at the start of the academic year in which they become five. Priority is given to the children attending the Nursery class. If there are places in a class admission is possible at any time during the school year.

The **Disability Discrimination Act 1995** identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Disability Discrimination Act. We will assess each child as required and make the appropriate provision, based on their identified needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. In addition to a sound home-school partnership, class teacher and SENCO plan collaboratively in order to agree their specific roles in scaffolding teaching and providing targeted support to learners of EAL. Collaboration may include observation, working with target groups, resource provision and development etc.

**Admission** is the process up to the time when the parent or guardian accepts the school's offer of a place. **Entry** is the time at which the pupil enters school.

### **The standard number**

Class size is limited and is reviewed and set by the Governors each year. Currently the class size is set at twenty five.

### **Admissions Register**

The school keeps an Admissions Register which contains details of all the pupils at the school. This includes

- The pupil's full name
- The sex of the pupil
- The name and address of every person known to be a parent/carer of the pupil
- The day, month and year of birth
- The day, month and year of admission
- The name and address of the last school attended.

### **Monitoring and review**

This policy will be monitored by the governing body and reviewed every two years, or earlier in the light of changed circumstances.

July 2011

## **Admission Criteria**

- a) Children baptised in the Catholic faith
- b) Connections with the school through either a parent or sibling
- c) Children must be the correct age for the year group. Children must be three by September 1<sup>st</sup> to be eligible for a place however children who turn three years of age before 31<sup>st</sup> December will also be considered.
- d) Full consideration will be given to children with serious or severe health problems as the school must be able to meet their needs. Parents are asked to disclose this information at interview, failure to do so may result in the offer of a place being withdrawn.
- e) Interview- an informal assessment in the spring term assesses children on their personal and social confidence and language skills. Parents/carers and child are then invited to an informal interview with the Head teacher.

f) The child's ability to benefit from the school-the Head teacher will also consider whether the child might benefit from attending a school with a different ethos. Race and Gender do not form any part of this decision.