
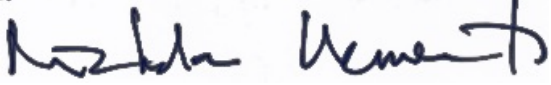




ADMISSIONS POLICY and PROCEDURES (including EYFS)

	Date	Signed
Date reviewed	March 2019	 (Mrs. Emma Wood, Headmistress)
Ratified by Proprietor	March 2019	 (Mr. Nicholas Clements, Proprietor)
Date of next review (policy normally reviewed annually)	SEPTEMBER 2021	

ADMISSIONS POLICY

1. Introduction

The admissions arrangements given in this policy document are intended to uphold an effective and fair system of admissions, which provides for families' needs in an open, welcoming way.

In this agreement, the term "parents" is taken as the mother and father of the child, or as one or more persons who have parental responsibility for the child.

2. The School

As background to this policy, it is helpful to summarise the School's nature and ethos, articulated as well elsewhere in its brochures and website.

Bronte School is an independent, co-educational day preparatory school, for children ages 3 to 11. The School seeks to provide high quality education, within in a balanced curriculum, which nurtures development and provides the challenges needed for growth. The twin pillars of being a family school and of upholding excellence in academic life are at the heart of the school's ethos.

The School has a Christian character and tradition, and welcomes families and staff from any background, ethnicity or religion. All within the School community are encouraged to strive to treat others as they would wish to be treated themselves.

3. Admissions Principles and Procedures

a. Overall Principle . Bronte School seeks to admit any child who can benefit from what the School offers, and who in turn will be encouraged to contribute the life of the School.

b. Assessment. As part of the admissions process, there is assessment of any learning difficulties, behavioural or other factors which potentially would not be reasonably supportable within the School's resources or which would mean that others' learning could be affected. Assessment is based on:

(i) Assessment and Familiarisation Visit (AFV). This is a visit to the School when the child spends time in the class. AFVs for prospective Kindergarten entrants usually last for around a half an hour, and parents normally stay with the child. For all other children, the AFV comprises a day at the School. AFVs cannot take place more than 12 months prior to intended entry.

The AFV is important for both the School and the family. It allows observation of the child in the School setting, and general assessment of his or her educational and developmental strengths and needs. It allows the child and parents to gain a further feel for the School as well as allowing the parents to assess how the child has settled and responded to the School's environment.

(ii) Reports. Reports or assessments may be requested either before or after an AFV, from a nursery, school, or any relevant setting or agency (parents will already have been asked to agree to such requests, as part of the registration procedure).

c. Reporting of Needs. At an early stage stage in the admissions process, parents should make the School aware of any learning difficulties, behavioural or other factors which may be relevant. Advice can be obtained from the Headmistress, Registrar or Head of Learning Support.

d. As Classes Fill. The maximum class size at the School is 20. As classes fill, it is not always possible to offer a place immediately after the AFV. In these circumstances, a waiting place may be offered. In decisions about subsequent offers of places, priority is normally given to siblings of current pupils. The future gender balance of the class may be taken into account. The School may also refer to observations made at AFVs and to any external reports and assessments. It is sometimes possible to give an indication about the likelihood of a future offer, and the School seeks to stay in touch after waiting places have been offered.

4. Entry Points, Timeline, Offers

a. Entry Point. Most children first join the School at the start of the Kindergarten year, which is the September following their 3rd birthday. Subject to vacancy, children can also join the School in other School Years, either at the start of the academic year in September, or at other times.

b. Timeline.

(i) Visit. Following an enquiry, families may wish to visit to School, meeting the Headmistress or Deputy Head, and having a tour. Children are most welcome. Some parents like to bring children, others prefer to take an initial look on their own.

(ii) Registration. Registration can take place at any time, before or after a visit. A registration form is completed and returned, with the registration fee (£75).

(iii) Assessment and Familiarisation Visit (AFV). Invitations for AFVs are sent out during the Autumn term to all families registered for entry in the following September, and thereafter to families shortly after they register.

If there is high demand for a particular class, and it is already full, the parents will be informed, and they may wish to defer the AFV.

c. Offers. Shortly after the AFV, and receipt of any necessary reports, the School will contact parents to let them know that the School either (a) is able to offer a place or, (b) is able to offer a waiting place or, (c) is not able to offer a place.

- Offer of a Place. Parents who wish to accept the offer of a place should complete and sign a Parent-School Agreement, returning this with the deposit. The deposit is returnable when the child leaves the School and the parents' account is cleared.
- Offer of a Waiting Place. If a waiting place is offered, parents will be asked if they wish to accept. If so, the School will maintain contact with the family and will update them as needed. If a place has not been offered by the start of the following School Year, a waiting place may still be held, if the parents wish, as places may arise later.
- No Offer Made. The circumstances of a place or waiting place not being offered usually relate to the particular needs of the child. The Headmistress will contact the parents to go through the background to the decision, and, if they wish, explore with them other options or ways forward.

5. Lead-up to the First Day

The intention is to ensure a warm welcome and an easy settling-in period for each child.

For entry into Kindergarten, the School arranges one or more events where parents can bring their son or daughter into the class to meet staff and the other children in the class. Additionally, EYFS staff often seek to arrange a home visit or a visit to the child's nursery.

During the term prior to entry, the Registrar will send out joining information. This gives details about school routines, uniform, before- and after-school care etc., together with information forms for completion by the family.

The September term normally starts on a Wednesday. That week, Kindergarten children will be invited to three "Stay 'n Play" afternoons, when the child can play and further get used to the classroom and surroundings. Parents are asked to stay during these sessions, which are designed to build up the relationships between the child and the staff. The sessions are also a useful way for parents to meet and get to know each other.

For entry into other classes and at other times of year, the Registrar will make similar arrangements, likewise to promote a smooth and happy start.