



## **ASHDOWN HOUSE ADMISSIONS POLICY**

**(to include Day and Boarding pupils)**

## **ASHDOWN HOUSE**

### **ADMISSION POLICY 2019-20 (to be reviewed annually)**

#### **GENERAL**

Choosing a school for your child is one of the most important decisions to be made in your life and theirs. It is a very personal and important matter; every child is unique and not every school will bring the best out in every child. Visiting several schools is key to starting to understand what lies at the heart of each of them. Taking a good look at your child and forming an honest view of what will and will not suit them, is essential to the process. Here at Ashdown House we put kindness at the heart of the school and weave this through our curriculum. Academic matters stand on an equal footing with sporting and creative pursuits.

In our experience, the best way to get to know Ashdown House is to follow the procedure below. Of course, we are happy to be flexible and work with you depending on your circumstances, but our aim will always be the same: to ensure that Ashdown House can fully meet the needs of your child and help them achieve their potential and that the relationship between us will be conducive to getting the best education for your child. Ashdown House operates a partially selective admissions policy. Every effort is made to welcome children and we do so on the basis of whether we believe a child would be able to, *“Benefit from the depth, breadth and pace of the school’s curricular and extra-curricular provision.”*

#### **THE ENTRY PROCEDURE**

- A visit to Ashdown House to meet the Head and to look around the school. Children are very welcome to come on this initial visit and the aim is to ascertain whether you would like to take the process further. These visits normally take up to two hours but we can work around any time constraints. Comfortable shoes are recommended – there’s a lot to see!
- If you decide that you would like to proceed with your application, we ask for a completed registration form and payment of the non-refundable deposit. We will then invite your child to a “taster/tester” day. Your child will spend the whole day with us. Part of the day will be spent with the Head, working together on some assessments. These are conducted informally, almost in a tutorial style and are aimed at developing an awareness of your child’s current levels and potential. The Head has great experience of working with children of all different ages and levels of ability and will be able to work alongside them to get a good idea of their current position. Your child will then join their current year group and spend the rest of the day enjoying all that Ashdown has to offer. At the end of the day, the Head will meet you to discuss the day’s findings in general. For pupils who are considering boarding, we encourage them to stay with us overnight to get a feel for our family orientated boarding landings. They can then spend as much of the following day with us as suits you. For overseas families who are unable to be in the UK, we can be flexible with the way we administer the admissions process.
- An offer will be made in writing after the “taster/tester” day subject to references from your child’s current school. Before entry a confirmation deposit is requested which will be offset against the final term’s invoice.

In cases where there are more children than places, the Headmistress will consult with other key staff and consider the following criteria to make a decision as to how to allocate the place.

- Siblings: Ashdown House is proud to be a family school and sibling applications are held as the strongest of the criteria for admissions
- Academic and extra-curricular interest, ability and potential: It is anticipated that children at Ashdown House will throw themselves into every aspect of school life with great enthusiasm. In cases where there are not enough places available in comparison to the number of children applying, the Headmistress will consult with key staff to make a decision based upon which child might be most likely to benefit from, and contribute to, all areas of the educational environment
- Behaviour: Children at Ashdown House are encouraged and expected to behave with kindness, consideration and thoughtfulness towards all other children and adults around them. During a child's taster day, consideration will be given to their willingness to listen, to share and to consider the needs of other pupils and staff
- Reports from previous schools

Parents are asked to supply a copy of their child's previous school reports and/or educational psychologist reports to help determine whether the school is best-placed to facilitate their learning needs.

If a child has an educational psychologist's report, then the Head of Learning Support will work alongside the Head to administer an appropriate cognitive test in a sympathetic manner.

Providing all the relevant reports from previous schools and/or educational psychologists forms an essential part of the admissions process and Ashdown House reserves the right to refuse entry and progress into any year from Year 3 to Year 8 if it is felt that it does not have the capability of meeting the educational, pastoral and/or social needs of the pupil concerned.

Parents have the right to appeal against an unsuccessful application using the school's *Complaints Policy* which can be found on the website.

### **Recording and reporting protocols for transgender pupils**

Paragraph 15 of the ISSRs requires a school admission register to record the sex of each pupil. In this context 'sex' means the pupil's legal sex, as determined by their birth certificate or a gender recognition certificate. A person must be aged 18 or over to apply for a gender recognition certificate. Transgender pupils must be registered on admissions registers under their birth sex, unless and until they have obtained a gender recognition certificate (aged 18 and over). Please note that although the admissions register is a statutory record, it is not a public document and the way the sex is recorded does not need to have any impact on how the pupil is described or treated in other school records or in day-to-day school life.

### **Safeguarding**

Please note that the DSL (Designated Safeguarding Lead) will contact a child's former school prior to them starting at Ashdown House to ascertain whether there are any safeguarding concerns. Direct contact may be necessary between the schools/providers to ensure best practice.

## **EQUAL OPPORTUNITY**

At Ashdown House we celebrate that there are differences between individuals and the school rejects discrimination against any pupil or adult on the basis of race, gender, sexuality, religion, age, ability and disability or social diversity. The *Equal Opportunities Policy* is available from the school office.

## **SPECIAL NEEDS**

Ashdown House welcomes pupils with special educational needs on the proviso that the Learning Support Department can offer them the support that they require. Parents of children with any special educational need or physical disability should be open about those requirements with the Head before he or she is enrolled so that the school can make a fair and objective decision as to whether or not it can offer adequate provision. A copy of an EHCP, educational psychologist's report or a medical report must be given to the school to support the application so that the school can implement IEPs where necessary.

Where a specific learning difficulty is not identified by an educational psychologist's report, the Head and SENDCO will exercise professional judgement, before determining whether there is a duty to make reasonable adjustments.

This decision will also be made with reference to the Equality and Human Rights Commission publication on reasonable adjustments.

[http://www.equalityhumanrights.com/uploaded\\_files/EqualityAct/reasonable\\_adjustments\\_for\\_disabled\\_pupils\\_guidance\\_pdf.pdf](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/reasonable_adjustments_for_disabled_pupils_guidance_pdf.pdf)

## **BURSARIES**

Ashdown House has no endowments for providing bursaries, but in cases of financial hardship and application can be made to the Cothill Trust and this should be supported by a standard means test. Both parents are required to provide documentary proof of their income and assets as well as any Family or Trust Fund from which their children benefit. Such declarations will be treated in the utmost confidence. Further details can be gained from the Headmistress at Ashdown House or the CT Bursary at:

Cothill House,  
Nr Abingdon,  
Oxfordshire  
OX13 6JL  
(01865 390030).

## **ADMISSIONS/ATTENDANCE REGISTERS**

All pupils will be placed on both the admissions and attendance registers. (A hard copy of the attendance register will be taken each term and kept by the Headmistress. Further electronic historic copies have been kept since Autumn 2016.)

Ashdown House follows the guidance which can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/818204/School\\_attendance\\_July\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818204/School_attendance_July_2019.pdf)

### **Contents of Admission Register**

The admission register must contain the personal details of every pupil in the school, along with the date of admission or re-admission to the school, information regarding parents and carers and details of the school last attended.

### **Expected First Day of Attendance**

Schools must enter pupils on the admission register and attendance register from the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. For most pupils the expected first day of attendance is the first day of the school year.

If a pupil fails to attend on the agreed or notified date, the school must establish the reason for the absence and mark the attendance register accordingly.

All schools must notify the local authority within five days of adding a pupil's name to the admission register and must provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are added to the admission register at the start of the school's youngest year – for example pupils who are registered at a secondary school at the start of Year 7 - unless the local authority also requests for such information to be provided.

### **Pupils Moving to a New Address and/or School**

Where the parent of a pupil notifies the school that the pupil will live at another address, schools must<sup>4</sup> record in the admission register: (a) the full name of the parent with whom the pupil will live, (b) the new address, and (c) the date from when it is expected the pupil will live at this address.

Where a parent notifies the school that the pupil is registered at another school or will be attending a different school, schools must<sup>5</sup> record in the admission register: (a) the name of the other school, and (b) the date of when the pupil first attended, or is due to start attending, that school.

### **Deletions from the Admission Register**

A pupil can lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

### **Amendments to the Admission Register and Attendance Register**

Every amendment made to the admission register and the attendance register must include: the original entry; the amended entry; the reason for the amendment; the date on which the amendment was made; and the name and position of the person who made the amendment.

### **Preservation of the Admission Register and Attendance Register**

Every entry in the admission register and attendance register must be preserved for a period of three years after the date on which the entry was made.

### **Children at Risk of Missing Education**

School governing bodies, academy trusts, and other school proprietors must have regard to the statutory guidance 'Keeping Children Safe in Education' when making arrangements to safeguard and promote the welfare of children.

Schools should put in place appropriate safeguarding responses for children who go missing from school, particularly on repeat occasions. Where reasonably practicable, for every pupil, schools should hold an emergency contact number for more than one person. Emergency contact numbers should be provided and updated by the parent with whom the pupil normally resides. This goes beyond the legal requirement but is good practice. Doing so provides schools with additional options for making contact with a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Where school staff have concerns about a child, they should use their professional judgement and knowledge of the individual pupil to inform their decision as to whether welfare concerns should be escalated.

Local authorities have a duty to put in place arrangements for identifying (as far as it is possible) those children of compulsory school age in their area who are not school registered or receiving suitable education otherwise than at a school. Local authorities should trace those children and ensure that they receive full-time education.

All schools must notify the local authority when a pupil's name is to be deleted from the admission register under any of the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply where the pupil's name is removed after they have completed the school's final year, unless the local authority requests for such information to be provided.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of any parent with whom the pupil lives;
- the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's other or future school and the pupil's start date or expected start date there, if applicable; and

## Ashdown House Admissions Policy

- the ground prescribed in regulation 8 under which the pupil's name is to be deleted from the admission register.

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