

ADMISSIONS & EQUAL OPPORTUNITIES POLICY (PUPILS)

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Christopher Sanderson, Director of Compliance and Policy

Policy approved by: Robert Berry – Director of Operations

Review date: 15/06/2021

Submission: 15/06/2021

Version: v4.0

Policy actioned from: September 2021

Next review date: 31/08/2022

Reviewer's Signature:

Christopher M Sanderson

Approver's Signature:

[Signature]

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Riverston School Admissions

General

This policy explains the school's admissions procedures and its commitment to strive for equal treatment of, and opportunities for its pupils. A separate policy exists which address equal opportunities in relation to employees.

Deciding on the right school for your child is very important, and we at Riverston School believe that a personal visit is invaluable. We very much hope that you and your child will visit our School. Visits to the school are by appointment only. This policy applies to all pupils seeking admission to the school, including those in the EYFS.

The Entry Procedure

Mainstream Entry

Following the initial interest or enquiry for entrance to Riverston School families are encouraged to visit the school and the child will be invited to spend 3-4 taster days with us. This allows us to understand the very specific and unique abilities, learning styles and needs of each child to enable us to create a Riverston School plan for each and every child.

Prior to attending these 'taster days', parents are required to complete the Registration Form and the Registration Fee is payable at this point.

Prospective pupils are "buddied" with a volunteer pupil who will support them and make them feel welcome during their stay. They will participate fully in the life of the school and this will allow the SLT and staff to determine whether or not we are able to fully meet the needs of the pupil. Parents will be given detailed feedback by the Form Teacher and senior staff members. Once a place is offered, a pupil may start as soon as the Acceptance Fee and first term's fees are paid in full.

Pupils can join at any point during the school year or term providing there is sufficient space within the classroom or Year group

Additional Educational Needs

As per the normal method of admission process as detailed above, pupils may be invited into school to participate in a 3-4 day taster if we feel that we are in a position to meet the educational, emotional and social needs of the child.

At this point a non-refundable Registration Fee of £200.00 is required. Whilst on the 3-4 taster period, feedback is taken from the Riverston staff on the suitability of the pupil being included

into the school community, and the result of the standard of the work completed during these taster days. Following discussions with the SLT, staff and the parents involved, a place may or may not be offered. If successful, and on acceptance of the formal offer by letter, a £200.00 Acceptance Fee will be requested.

For pupils with additional educational needs, the Tuition Fees for entry to Riverston are mainly based on the number of support hours stated in the EHCP (Education Health and Care Plan) which relates solely to the individual child. The scale of fees for entry is calculated by considering the amount of support required, the amount of intervention from specialists, e.g Speech and Language, OT, Counselling, Literacy and Numeracy support and Dyslexia, and the staffing ratios needed to meet the pupils' education plan.

In the case whereby Local Education Authorities formally consult Riverston School to consider a placement of a child in their borough to attend the school, the above process takes place and fees may be paid by them and not necessarily by the parent.

In order to substantiate that the school can meet the educational, emotional and social needs of the student, the school will decide whether or not the details as laid out in the EHCP (Education and Health Care Plan) can be met as well as the information gathered about the pupil when observed during the taster days. The placement will not be offered if the school considers:

- That the school is unsuitable to the child's age, ability and aptitude or to his/her educational needs
- The attendance of the child at Riverston School would be incompatible with the provision of efficient education for the children with whom he/she would be educated
- The child's attendance would be incompatible with the efficient use of resources

If all the EHCP requirements can be met, whether that is agreeing to the Outcomes as determined in the EHCP, we welcome students into our totally inclusive, progressive and thriving community.

Equal Opportunities

Equal Opportunities is the focus on ensuring that children have equality of access and outcome throughout all aspects of school like and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of education. Rather, they should be widened to allow children to achieve the whole scope of their potential. Equality of access, however, does not necessarily lead to equality of outcome.

Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups. It recognises that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential. Equal opportunity accepts that, whilst all children have something of value to contribute, they do not all start on a level playing

field. Consequently, some may be disadvantaged in their attempts to reach their potential. The school works hard to differentiate and maximise their personal achievement.

Issues of equality are applicable to us all, but there are a number of people about whom Equal Opportunity concerns are often more formally expressed. Such groups are referred to in the Equality Act as the “Protected Characteristics” and are identified as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school’s policies, for example, on curriculum, PSHE and anti-bullying, explain how it promotes a sense of respect and tolerance, and guards against discrimination against, people who demonstrate a protected characteristic.

Equal Opportunities covers the whole process of education but particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio economic disadvantage. Strategies to combat inequality include those dealing with issues of self-esteem and sense of self-worth, school organisation, curriculum content and delivery, discipline, provision for those considered to have special educational and or English as an additional language needs, underachievement, and building social relationships within the school community. Equal opportunity is about creating the structures and contexts for unlocking potential.

Equal Treatment

Chatsworth Schools is committed to equal treatment for all, regardless of a candidate’s race, ethnicity, religion, sexual orientation or social background. The school has due regard to the Equality Act 2010 and promotes respect and tolerance for people who have a protected characteristic. We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. The School is committed to being an Equal Opportunities Education provider and is committed to equality of opportunity for all members of the school community. The school recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act; all candidates for admission will be treated equally, irrespective of their, or their parents’ age, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, sexual orientation, property, birth or other status. We expect all of our pupils to attend all assemblies and outings, and to take full part in all Religious Education lessons.

Pupils with Medical Requirements

If the school believes that it can meet a child’s needs for medical provision, or the ongoing administration of medication, in accordance with the reasonable adjustments criterion, above, the school will endeavour to meet such needs. Where necessary, if specialist knowledge is required, the school will arrange additional training for relevant staff to support a pupil’s medical needs (for example for anaphylaxis, diabetes and asthma). We will discuss thoroughly

with parents and their medical advisers any reasonable adjustments that can be made and the administration of medication, to enable a child to become and continue as a pupil at the school. For further information, please refer to the policy on first aid and the administration of medication.

Pupils with Dietary Requirements

Where reasonable adjustments can be made, the school welcomes pupils who have particular dietary requirements due, for example, to cultural or religious backgrounds or to food allergies or intolerances. Information on dietary needs is gathered as part of the admissions process and shared, as appropriate with catering and teaching staff. In more complex situations, a meeting may be organised between the registrar and/or catering manager and the parents and/or health practitioner to discuss and plan for a child's dietary needs. Parents are asked to inform the school promptly if there is a change in a child's dietary needs.

Overseas Applicants

Chatsworth Schools welcomes overseas pupils, who can study at the school, provided that UK immigration requirements, such as are in force at the time, are met and they have a relative, legal guardian or host family living in the UK with whom they can reside. Where necessary, individual admission arrangements will be made for pupils applying for a place at the school from overseas.

Fluency in English

In order to cope with the brisk pace and social demands of the school, pupils should ideally be fluent English speakers. Normally pupils should have been educated in the English medium regularly before coming to the school. Students with English as an Additional Language (EAL) are supported in school, but it is suggested that tutoring is arranged outside school, in the first instance, to get pupils up to the required standard. Where this is not possible, for example, when a family has to move with little notice, the school provides additional support for EAL for those identified as requiring it for one session per week, with additional sessions available at additional cost, above the normal termly fees payable. This may also mean adapting the student's timetable for a period of time. All students are assessed for their ability in English, where English is an additional language, using the school's own assessment process. The outcomes are reported in line with English acquisition within the Infant and Junior departments, and in line with the Common European Framework for Reference of Languages (CEFR) in the Seniors, where applicable.

Religious Beliefs

We are not a religious school and welcome children from all faiths or none.

School's Contractual Terms & Conditions

This policy must be read in conjunction with the school's Contractual Terms and Conditions, by which all parents and pupils must abide. Copies are made available to parents as part of the admissions process.

Complaints

We hope that you and your child do not have any complaints about our admissions process; for registered pupils, copies of the school's complaints procedure can be sent to you on request.

If parents consider that the school's decision not to offer their child a place is contrary to its admissions policy, they can make an appeal to the Chatsworth Schools Director of Operations. Such an appeal would be managed broadly in line with Stage 3 of the school's complaints procedure, except that it would not be necessary for at least one member of the appeal panel to be independent of the management and running of the school.

Admissions Register

In accordance with Paragraph 15 of the Independent Schools Standards Regulations, and in line with requirements related to children missing education, as noted in Keeping Children Safe in Education, the school records on its information management system the required personal information about each registered pupil. The school must notify the Local Authority in the area where the school is situated of the addition or removal at non-standard times of a pupil's name from the admissions register, if the pupil is of compulsory school age. This includes informing the Local Authority when the child has been taken out of school to be home educated, when the family has apparently moved away, when the child has been certified as medically unfit to attend, when the child is in custody for more than four months, or has been permanently excluded.

The school has a statutory duty to treat both parents equally and to provide both parents with information about the child's work and progress, even if one parent does not live in the family home, unless there is a legal reason not to do so. Therefore, on the pupil's admission, the school needs to gather and record the name and address of each parent in cases where parents do not live in the same household.