



## **Keble Prep Admissions Policy**

### **Aim**

We aim to recruit boys to Keble School who will be able to benefit from the education we have to offer and, in time, make their own contribution to the life of the school.

### **Objectives**

In meeting this aim we are mindful of the 2010 Equality Act, the Education Act 2002/2011 and The Independent Schools Standards Regulations 2014. The School is committed to equal opportunities for all, regardless of race, religion, ethnicity, sexual orientation, sex (except with regard to Keble Prep being a single sex boys' school), age, disability or social background. It is totally inconsistent with our ethos if there is any unlawful discrimination on grounds of race, ethnic or national origin, religion or belief, gender, marital status, sexual orientation, age or disability.

During the admissions process we will outline to parents our ethos and the aims of the school and expect their general support and appreciation, and outline our home/school agreement.

In this policy, we indicate the core procedures at the various stages of entry.

### **Procedures**

The aim of the process is to identify potential and discover if a pupil will fit in happily at Keble Prep School. We are looking for well-rounded, interested pupils who will benefit from what the school has to offer.

### **Admissions Arrangements:**

Keble is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual requirements of pupils with learning difficulties or needs. However, Keble is not a special needs school and may not be suitable for children with a high level of learning difficulty or those who need a significant level of support in order to access the curriculum. At Senior School level, the Common Entrance syllabus is both academic and demanding.

Children entering Keble School, other than in Reception, will normally spend a whole day or part of a day in the classroom with their year group and be assessed by the class or subject teachers. Should any boy already have identified Additional Special Educational Needs, the relevant reports should be brought to the admissions interview. These children will be discussed with the SENCo to ensure that their needs can be met in the school. Some part of this introductory day will be spent with the SENCo.

Parents of prospective entrants to Reception are asked to complete an information gathering form disclosing any known special needs or disabilities in order for the school to decide whether it can best meet those needs. The school pays full regard to the duties stated in the Equality Act 2010 with

regard to children under 5 years with a disability, the provision of auxiliary aids, services and reasonable adjustments.

There is also a general registration form for all parents who later accept a place at the school.

### Boys Joining in Reception

Boys are not subject to a formal assessment for entry into Reception. However there is a process which is: -

1. Initial Enquiry followed by despatch of Admissions Pack containing registration form, fees schedule, calendar and covering letter
2. Registration of boy. At this point, if there has been any assessment of the boy undertaken for any reason or any history of learning need, the school asks to share the process and paperwork with the school before step 3.
3. At this stage the parents are invited to meet the Head and tour the school with them. If they have already been to an open morning at the school they may choose to decline.
4. A taster session will be arranged for the boy to spend some time in the Reception Classroom. Parents will stay as well (at the school.) This will serve as a chance for the Head and other appropriate members of staff to discuss the classroom and learning opportunities.  
During this process the Head will liaise with the appropriate staff and together, make an informal assessment on the suitability of the boy for an education at Keble. If felt necessary, further evidence for suitability may be sought.
5. Within a week of visiting the school, a decision will be made where appropriate an offer letter will be sent out which will remain valid for one month. Sometimes the school will require further information or will arrange another visit to the school for the prospective pupil and their parents before a final decision can be made. This letter may contain a request for more information or a request for another visit to school before a formal offer to the school is given. Within this period parents should return a completed acceptance form and deposit to secure their son's place. If the school does not hear from parents after this period then the place will be offered to another boy.
6. A report from a child's current Nursery will be requested.
7. An evening meeting for parents early in the Summer Term, before the September start date, is arranged to give necessary information to parents, and to make parents feel welcome to the school and community. It should be noted that other events and times are organised to ensure the transition period is as smooth as possible for the whole family.
8. Other induction events such as the boys have time in school with their new classmates towards the end of the Summer Term.

9. Interview with parents before the Reception term starts in September to gain a fuller insight into the boy and his family and ensure we know him well at the start. This will be a home visit. See Appendix 3

### Boys joining Year 1 to Year 8

1. Initial Enquiry followed by despatch of Admissions Pack containing registration form, fees schedule, home/school agreement, calendar and covering letter
2. Registration of boy. At this point, if there has been any assessment of the boy undertaken for any reason, the school asks to share the process and paperwork with the school before step 3.
3. Parents are invited to meet the Head with their son for a tour of the school and a discussion about Keble. If the parents have already seen the school at an open morning, they may choose to decline this tour. This is the parents choice. At this stage we also ask for a copy of his latest school report and the results of any testing undertaken by his current school and any other information relating to known learning difficulties.
4. The boy will then be invited to spend at least one taster day, or part of a day, in an age appropriate class, in order to meet his peer group, teaching staff and to be assessed in terms of social skills and academic ability. He may be asked to complete some tests, which will vary from year group to year group.
5. The teaching staff involved in the taster day will liaise with the Admissions Officer and the Head.
6. At this stage, if the Head has not met the parents on an individual basis, there will be a meeting with prospective parents and boy before or after the taster day/session.
7. If, as a result of our observations, the Head feels the boy will fit well both academically and socially into the school he/she will write offering a place. The start date will be agreed with parents.
8. If, as a result of our observations and tests, the Head feels the boy will not fit well both academically and socially into the school, parents will be informed and their registration fee returned.
9. NB - It should be noted that if, after a fixed period of time (at least two terms) a boy is not adjusting to the school (despite all of the reasonable adjustments that the school can provide) then a meeting will be arranged with the Head, SENCO and parents (and any other appropriate members of staff) to discuss the suitability of the school for the boy's education, going forward. This will be a collaborative process and one which, all parties are in agreement with.

### **Sibling Policy**

Most brothers join us at Keble and we welcome this. However, admission is not automatic and there may be occasions where we judge that a brother is likely to thrive better in a different school environment. We ask that parents reserve places in good time.

### **Special Educational Needs and Disabilities (SEND)**

We welcome applications from pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require.

We welcome pupils with physical disabilities, provided that our site can cope with them.

However, we advise parents of boys with special educational needs or physical disabilities to discuss their son's requirements with the Head so that we can make adequate provision for him. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their application for a place if special provision is required at the point of entry.

We will discuss realistically the adjustments that the school can reasonably make for the boy, with parents and the boy's medical advisers, before, **and if**, he became a pupil at the school. If the school decides that reasonable adjustments can be made, then the school will endeavour to provide the appropriate learning environment in which the boy can make progress with his academic and pastoral skills.

Keble is **not** a special needs school and may not be suitable for children with a high level of learning difficulty or those who need a significant level of support in order to access the curriculum. For example, at Senior School level, the Common Entrance syllabus is both academic and demanding.

Children entering Keble School will normally spend a day or some time in the classroom with age appropriate children, and be assessed by the class or subject teachers.

Should any child already have identified Additional Special Educational Needs, the relevant reports should be brought to the admissions interview. These children will be discussed with the SENCo to ensure that their needs can be met in the school. Some part of this introductory day will be spent with the SENCo.

Parents of prospective entrants to Reception are asked to complete an information gathering form disclosing any known special needs or disabilities in order for the school to decide whether it can best meet those needs. The

school pays full regard to the duties stated in the Equality Act 2010 with regard to children under 5 years with a disability, the provision of auxiliary aids, services and reasonable adjustments.

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### **School's Contractual Terms and Conditions**

Copies of the school's standard terms and conditions are available on the School's website along with other key policies. These will be made available to parents as part of the admissions process.

### **Complaints**

We hope that you and your boy do not have any complaints about our admissions process; but copies of the School's complaints procedure can be found on our website or sent to you on request.

EYFS additions to the Complaints Procedure:

Parents can make a complaint to Ofsted should they wish – 08456 404045

[http://live.ofsted.gov.uk/online complaints](http://live.ofsted.gov.uk/online-complaints)

Parents can make a complaint to ISI should they wish – 020 7600 0100  
[info@isi.net](mailto:info@isi.net)

### **Monitoring and Evaluation**

The Headteacher is responsible for the implementation of this policy which is reviewed by the Governor's Education Committee.

### **Links to other Policies**

This policy has links to the Equal Opportunities, Curriculum, Learning Support and Disability Policies