



REDDAM
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ADMISSIONS POLICY (Including Exclusions)

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Admissions Policy (Including Exclusions)

Introduction

This policy applies to the sections of Reddam House Berkshire that include the Junior School and the Senior School. It contains a statement on Exclusions at the end of the policy document.

Authority and Circulation

This policy has been authorised by the Board of Governors of Reddam House Berkshire. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff.

Aims

The aims of this policy are:

- To ensure compliance with the School's charitable purposes. Reddam House Berkshire is a selective school for pupils aged 1-18yrs.
- To identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community. We will only admit a child who has met the relevant criteria.

Equal Opportunities

We welcome children from many different ethnic 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. All prospective pupils for admission will be treated equally, irrespective of their, or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, sexual orientation, property, birth or other status.

Our facilities, at present, for children with disabilities are limited, but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children with disabilities. When a disability or special educational need is made known to us, we will consult with parents and make reasonable adjustments to our admission procedures and arrangements to enable a child, if he/she is able, to satisfy our admission requirements (see the School SEND policy).

Procedures

The admission procedure for the Senior School and the Prep School has three elements:

- Assessment tests
- Trial Days
- References from current school or other relevant reports, including disability assessments, if applicable.

These procedures apply at the main points of entry from the Junior and Senior Schools (for ELS see separate guidelines): 5+ the Junior School and 11+, 13+ and 16+ for the Senior School. They also apply to prospective pupils for vacancies in other year groups.

Assessment

Entry at 4+ (Reception)

The majority of our ELS children automatically transfer into Reception Year. External candidates seeking admission at Reception are invited in for a short meeting the Headmistress, Mrs Tammy Howard. Once a child has been offered a place they will be invited to come in for two familiarisation days.

Entry at 5+ (Year 1) and 6+ (Year 2)

Candidates for admission at age 5+ (Year 1) and age 6+ (Year 2) are invited for an assessment with the Headmistress, Mrs Tammy Howard. During that time an informal assessment in a class setting will be made of the child's academic ability, social interaction and level of engagement.

Entry at 7+ (Year 3)

Candidates will sit a formal assessment administered by the Director of Teaching & Learning. This will test Reading, Comprehension, Writing and Maths skills. Verbal and non-verbal reasoning will also be tested. They will also be invited in for a day during which there will be an informal assessment in a class setting will be made of the child's academic ability, social interaction and level of engagement.

Entrance tests for the Senior School will depend on point of entry:

- At 11+ pupils will take cognitive ability tests in numeracy, verbal and non-verbal reasoning, set externally and nationally benchmarked.
- At 13+ pupils will do a similar range of tests as for 11+ but, if entering from a Prep School where Common Entrance is sat this will be taken into consideration as well.
- At 16+ there are no entrance examinations but a minimum of 5 B grades will be expected for matriculation.

For admission to other year groups the School sets its own assessments, which may be in certain core/option subjects as appropriate.

The School may also invite prospective pupils to interview, especially at 16+. This will probably take the form of an "option interview" with either the Deputy Head or Director of Teaching & Learning to explore a prospective pupil's academic ability in a particular subject. For certain option subjects (such as Art) prospective pupils may be asked to submit samples of their work. For performing Art subjects, they may well be asked to audition.

Character Reference

The Head of a prospective pupil's current school will be asked to provide a written reference as to the prospective pupil's academic ability, attitude and behaviour, involvement in the school community, talents and interests, and any other special circumstances such as special educational needs, or a disability.

The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).

Special Circumstances

We recognise that a prospective pupil's performance may be affected by particular circumstances. For example:

- If he/she is unwell when taking tests or had had a lengthy absence from his/her school.
- If there are particular family circumstances such as a recent bereavement.
- If there is a relevant educational history, for example education outside the British system.
- If the prospective pupil had a disability or specific learning difficulties.
- If English is not the prospective pupil's first language.

In any of the cases listed above, we may request further information such as a medical certificate, or educational psychologist's report and any associated correspondence, or details from the pupil's current school (including samples of work), or any family history of dyslexia, as we consider necessary to make a fair assessment.

In the case of ESOL pupils, a test will be sent to the applicant in advance and this will be marked in School by the ESOL staff, who will be able to assess the correct level of ESOL support required.

Disclosures

Parents must, as soon as possible, disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.

Additional Factors

If the School is oversubscribed and we have to decide between two or prospective pupils who meet our admission requirements after all appropriate allowances and special consideration has been given, preference may be given to:

- A child who is a current Prep School pupil seeking admission to the Senior School;
- A child who already has a brother/sister in the School;
- A child whose parent is a former pupil here;
- A child whose parent is a current member of our staff;
- A child with a particular skill, talent or aptitude;
- A child for whom, in certain circumstances, a boarding place is sought;
- The gender balance both in the School and within the year group to which admission is sought.

Exclusions

This section should be read in conjunction with the Reddam House Berkshire's Behaviour Policy and that on Rewards and Sanctions.

- Exclusion from the School is only considered in the case of very serious breaches of good conduct and these are detailed in the Behaviour Policy.
- Fixed-term or, in very serious cases, permanent exclusion is the most serious sanction which can only be applied with the permission of the Head Master. It will usually be the final step in a process for dealing with disciplinary offences, following a range of strategies which have been tried without success. However, there will be circumstances where immediate exclusion would be applied in the case of a very serious offence.
- If a pupil is thought to be at risk of exclusion, a pastoral support programme will be put in place to help the pupil avoid exclusion.
- After a fixed-term exclusion, parents will normally be requested to attend a reintegration meeting, to agree the conditions of the pupil's readmission.