

ADMISSIONS AND EQUAL OPPORTUNITIES POLICY

Overview

The Oratory Preparatory School is part of Bellevue Education and is a coeducational catholic independent day and boarding school with approximately 370 pupils, providing an enriched education to boys and girls aged 2 to 13 years old.

The School recognises each individual's needs and in which the talents and abilities of children are encouraged. The care for each child is central to the school's aims and provision and as a caring and welcoming community. Our curriculum and pastoral approach fosters the individual's sense of identity and awareness, alongside the important role they play as part of the community. This recognition and appreciation of individuality is central to the school's ethos and is reflected in the procedures through which we welcome, admit and induct children and their families into our community.

This is reflected in the procedures of this policy to enable the school to welcome, identify and admit children who will benefit from the all-round education offered at the School and who will benefit from and contribute to the mission and ethos of our school community.

This Policy applies to all pupils in the School and sets out the School's admissions process. It should also be read in conjunction with the School's Term and Conditions found on the School's website.

Equal Opportunities

All enquiries are dealt with fairly and equally, irrespective of nationality, race, religion or personal circumstances. This policy is inclusive and non-discriminatory.

The School welcomes staff and children from different ethnic and racial groups, backgrounds and creeds.

Human rights and freedoms are respected, balanced with the lawful needs of the school community and the rights and freedoms of others. The School is committed to being an Equal Opportunities Education provider and to equality of opportunity for all.

The school recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act and in line with the Equality Act 2010. All candidates for admission will be treated equally, irrespective of their, or their parents' age, birth, disability, gender, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, property or other status.

We expect all of our pupils to attend all assemblies and outings, and to take full part in compulsory aspects of the curriculum.

At present, the School's facilities for the physically disabled are limited. However, the School is committed to doing all that is reasonable to ensure that its culture, policies and procedures are made accessible to children who have disabilities, to comply with its legal and moral responsibilities under equality legislation and to accommodate the needs of applicants and pupils who have disabilities for which, after reasonable adjustments, we can cater adequately.

The School defines a reasonable adjustment as one which can reasonably be undertaken within the normal staffing, facilities and resources of the school. Where the school needs to draw on additional expertise or resources, the cost would be passed on to parents.

Enquiries

Enquiries can be made via the School's website and by contacting the School Registrar directly by email or telephone.

The Registrar will provide a copy of the School Prospectus, Admissions Policy and Admissions Form, together with current fee information. Prospective parents are invited to attend forthcoming virtual and in-school Open Mornings and are offered a personalised showround of the school and a meeting with the Headmaster.

Prospective parents provide contact details and basic family information, including details about their child, their interests, and any additional educational needs, including any particular language barriers. These details are stored on the school's database, treated confidentially and securely, and are protected by the appropriate legislation.

Usual Entry Points

The table below sets out usual entry points but boys and girls join the school throughout an academic year and not always at the start of a new or half-term.

Children can become weekly, full and flexi boarders from Year 3 upwards. Boarders can also join at different points in the school year.

The * denotes wraparound care for 50 weeks of the school year in Nursery and Kindergarten.

Age	Entry	Class and minimum sessions a week
2 years – 24 months	Beginning of term or half term	Nursery (Minimum 3 sessions)*
3 years old after 1 September	Beginning of term or half term	Nursery (Minimum 3 sessions)*
3 years old before 1 September	Beginning of term or half term	Kindergarten (Minimum 5 sessions)*
4 years old before 1 September	Beginning of term or half term	Reception (full time) - Junior Prep

5 years old before 1 September	Beginning of term or half term	Year 1 - Junior Prep
6 years old before 1 September	Beginning of term or half term	Year 2 - Junior Prep
7 years old before 1 September	Beginning of term or half term	Year 3 - Junior Prep
8 years old before 1 September	Beginning of term or half term	Year 4 - Junior Prep
9 years old before 1 September	Beginning of term or half term	Year 5 - Senior Prep
10 years old before 1 September	Beginning of term or half term	Year 6 - Senior Prep
11 years old before 1 September	Beginning of term or half term	Year 7 - Senior Prep
12 years old before 1 September	Beginning of term or half term	Year 8 - Senior Prep

Registered pupils

Prospective parents are not obliged to register their child before visiting the School, but are expected to do so prior to their child attending a 'taster' experience at the School.

There is a non-refundable registration fee and an Admission form to be completed to formally register a child. Registration is offered on a 'first come first serve' basis and does not guarantee a place at the School.

Where applicable, the School asks for a copy of the child's latest report and samples of school work to be provided prior to or at the time of the child's visit to the Oratory Prep School. This should include details of any additional support the child receives, including learning support and Special Educational Need (SEND) interventions, as well as related specialist assessments and reports. Parents also share any family history of dyslexia, dyspraxia and any other learning needs and learning barriers, at the earliest stage in the admissions process.

Parents also provide medical and dietary information which is taken into consideration whilst their child is on a familiarisation or 'taster' visit at the School.

Nursery	At least a single, one hour settle session with parent and a second settle session without parent.
Kindergarten	A half-day 'taster' session with low key speech and language screening.

Reception, Year 1 and Year 2	A 'taster' session' including playtimes and lunch. Observations and short, informal, low key assessments in speech and language, verbal and non verbal reasoning, and age appropriate reading, writing, comprehension and maths.
Year 3 upwards	All day 'taster' including playtimes and lunch. Observations with built-in Maths and English assessment. Prospective boarders, from Year 3 upwards, are also offered an overnight experience in the Boarding House, as part of their taster and assessment.

Wherever possible, registered pupils are invited to visit and this takes different forms:

For prospective pupils aged between 2 and 4 years old, wherever possible, our Head of Early Years will visit and observe the child in their current Early Years setting following a settle session in our Nursery or Kindergarten. As a minimum, the Head of Early Years will contact the key worker at the child's current setting to discuss their development.

During a child's visit, the School explores the child's interests and talents, observes their interactions with peers and teachers, their attitude to learning and the contribution they could make to the School. Equally, the School considers the extent to which a child can access the curriculum fully, thrive and meet their full potential, in all aspects of their education.

In instances where children are unable to visit the school for a 'taster', for example, due to living overseas, a virtual meeting with the Headmaster or relevant Head of Department and where appropriate, a virtual assessment incorporated into the process. For example, written or online maths and english tests where appropriate and a request for school reports and where applicable, samples of Maths and English work could also be requested.

This process also applies for pupils from overseas who are unable to attend a 'taster' at the School and an overnight experience in the Boarding House. In addition to the above and in instances, where English is a second language, the School's EAL Teacher as well as the Head of Boarding would hold a virtual meeting with the child and their parents.

Overseas parents who wish for their children to enrol and board at the School are also required to provide:

- Details about their child, their interests and if their child has any additional educational needs and receives learning support, including SEND interventions, or any other form of support, and related specialist assessments and reports translated into English.
- The latest copy of the child's school report and where applicable, a school reference with a translation in English, referring to the personal behaviour and social skills of the child, as well as their knowledge and understanding of written and spoken English.
- Details of any medical issues that may affect the child's success in school. Where applicable, this should be provided by the family Doctor.
- Details of a nominated legal guardian resident in the UK are required before a place is taken at the School.

Learning Support

The School offers wide-ranging Learning Support provision to children. If additional learning needs are identified prior to and / or during a child's 'taster' at the School, these will be explored fully between the parents and the School's Learning Support Department.

At this stage, parents complete a more detailed SEND Information Form to further assist in identifying the extent of their child's learning needs. Parents also receive a flowchart that provides an overview of how the School, as a whole, supports children with additional learning needs.

Following their child's 'taster' experience, further assessment and a meeting between the parents and the Head of Learning Support may be required in order to clarify if the school will be able to meet the individual learning needs of the child.

A final decision regarding offering a place to a child with additional learning needs will be made in a three-way review meeting between the Head of Learning Support, Headmaster and Registrar where they evaluate observations made throughout the assessment and 'taster' process and the findings of any exercises or tests undertaken by the child.

Wherever possible, the School's Head of Learning Support will work jointly with the parents to determine whether their child's additional needs can be met, to ensure that the child can access the curriculum fully and thrive. In instances, where it is considered the learning needs cannot be met, the School will do its utmost to support parents in identifying an alternative school.

Next Steps

Following a child's taster, parents receive a letter detailing observations and, where applicable, the performance and outcome of their child's assessment with an offer, or explanation of why the school declines to offer a place, within two weeks of their child's visit.

An offer of a place is subject to receiving satisfactory school reports from the child's current school or Early Years setting, and, where applicable, school references, together with safeguarding information and, where relevant, confirmation that there are no outstanding fees.

Securing a place

If a place is offered, a deposit is required to secure the place of a child at the School and the completion of an Acceptance Form, which forms part of the parent's contract with the School. All joining documentation must be completed fully with the signatures of both parents, where applicable, and returned to the School Registrar before a child enrolls at the School.

Once a school place is secured, children and parents are invited to School events over the course of the year. The Registrar liaises with the parents from enquiry to enrolment, providing further joining documents for completion and information,

answering queries and welcoming families to the School when the child enrolls.

In instances where a place is accepted and the School sponsors a Child Student Visa Application for a child from overseas, the School and parents are duty bound to comply with the requirements of the UK Visas and Immigration Service (UKVI).

Deposit and cancellation

Please refer to the School's Terms and Conditions for information relating to how the Deposit will be held and in what circumstances it will be refunded and also with regard to where an accepted place is cancelled by parents.

Exclusion

In registering their child for a place at the School, parents agree to abide by the School's regulations and policies and to ensure, in so far as is reasonably practicable, that if their child is offered a place at the school they will be both diligent in their studies and responsible in their attitude and behaviour. Should this not be the case, the School will make every effort to counsel and support the child in modifying their behaviour. However, parents must accept that it may become necessary for their child's place at the school to be withdrawn and for them to be educated at a school which is more appropriate to their needs. The Headteacher's decision in this matter will be final.

Terms and Conditions

This Admissions and Equal Opportunities Policy must be read in conjunction with the School's Terms and Conditions by which all parents and pupils must abide in relation to treatment of staff and pupils at the School.

A copy of this policy and the School's Terms and Conditions can be found on the School's website.