

# Green Meadow Independent Primary School



## Admission Policy (Including exclusions)

Policy approved August 2016  
Next review date for policy –August 2018

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# **Admissions Policy (Including Exclusions)**

## **Introduction**

This policy applies to Kindergarten class, Reception Class, Infant and Junior School. It contains a statement on Exclusions at the end of the policy document.

## **Authority and Circulation**

This policy has been authorised by all the management team at Green Meadow Independent Primary School. 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 policies. Green Meadow is a selective school for pupils aged 3-11 yrs.
- 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, are good for children with disabilities and 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 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 Infant and Junior School (for Kindergarten Class and the nursery department see separate guidelines).

## **Assessment**

### **Entry at 4+ (Reception)**

The majority of our EYFS children automatically transfer into Reception Year. External candidates seeking admission at Reception are invited in for a short meeting the Headmistress, Mrs Sandra Green or Deputy Head Mrs Amy Watson. Once a child has been offered a place and the place has been accepted 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 Class Teacher or Deputy Head Mrs Amy Watson. 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 for admission at age 7+ (Year 3) are invited for an assessment with the Class Teacher or Deputy Head Mrs Amy Watson. This assessment 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.

### **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 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/herschool.
- 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.

At Green Meadow School we believe that "Every Child Matters" and we do not just look at the academic accomplishments of children, as we believe that it is of upmost importance that a child's behaviour and what they can offer the school community is of great importance also.

## **Disclosures**

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

## **Additional Factors**

If the School is oversubscribed and we have to decide between two or more 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 First Steps Nursery child seeking admission to the 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;

**First come??? Distance from school??**

## **Exclusions**

This section should be read in conjunction with the Green Meadow Behaviour Policy /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 Teacher/Proprietor. 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.

