

ADMISSIONS POLICY

1. The policy has been authorised by the Governing Board of Longridge Towers School. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administrative staff.
2. **The aims of this policy are:**
To ensure compliance with the School's charitable purpose which is to provide education of the highest possible quality to pupils from a wide spectrum of abilities;
To identify and admit children who will profit from the broad, balanced and differentiated curriculum and who will contribute to and benefit from the ethos and activities of our school community.
3. **Equal treatment**
Longridge Towers School's aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. We welcome pupils from different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of the school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their or their parents' race, colour, language, religion or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status. School assemblies take place several times a week and are conducted within a broadly Christian framework.
4. **Disability and Special Educational Needs**
Longridge Towers School does not discriminate in any way regarding entry. The School welcomes pupils with special educational needs providing that its learning support department can offer them the support that they require. We welcome pupils with disabilities provided that our site can accommodate with them. However, we strongly advise parents of children with special educational needs or physical or mental disabilities to discuss their child's requirements with the School before he/she sits the assessment tests so that the School can make adequate provision for him/her. Parents should provide a copy of an educational psychologist's report or a medical report if they have one.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is confirmed.

Similarly, if special educational needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Further details of our provision for pupils with disabilities and those with Special Educational Needs are provided in our policies relating specifically to these areas.

Procedures

5. Summary

Our admission procedure has the following elements:

Assessments; Interviews; Character References; Disability Assessments (if applicable)

6. Entry points:

Pupils may enter the school at any age provided that a vacancy exists in the appropriate year group. The possible exception to this is Form 5 (NC Year 11 GCSE) or Upper Sixth (NC Year 13 A Level) where a change of school might be deemed educationally undesirable due to the incompatibility between examination courses taught at Longridge and those taught in the candidate's school.

7. Assessments

These are diagnostic and have no fixed pass mark but are intended to provide a basic assessment of a child's ability prior to admission.

7.1 For entry to the Junior Department, J1–J6, candidates are invited to spend a day at the school during the course of which an assessment appropriate to the age of the child takes place.

7.2 For external candidates who wish to enter the Senior Department there are assessments in English and Mathematics.

7.3 The School does not permit a pupil to enter the Sixth Form unless he/she has a minimum of 5 GCSE passes at grade C or above.

8. Interviews

In all cases there will be a general interview to explore the applicant's interests, attitude to school, personal qualities, and ability to contribute to the school community.

9. Character reference

The Head of the applicant's current school will be asked to provide a written reference as to the applicant's academic ability, attitude and behaviour, involvement in the school community, talents and interests, and any other special circumstances such as special education needs, or a disability. The reference may also include the results of tests taken at the school (such as SATs) and predicted grades at GCSE.

10. Candidate's Age

Very occasionally, we may offer places to pupils one year ahead or behind their standard year group, if we consider, as a matter of professional judgement that this would be in the best interests of the pupil and the School.

11. Special circumstances

We recognise that an applicant's performance during our assessment procedure may be affected by particular circumstances, for example:

If he/she is unwell when taking tests or has had a lengthy absence from his/her school;

If there are particular family circumstances;

If there is a relevant educational history, for example education outside the British system;

If the applicant has a disability or specific learning difficulties;

If English is not the candidate's first language;

In any of these cases, 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.

12. 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.

13. Overseas Pupils

We welcome overseas pupils who can study at Longridge Towers School as a boarder. In order to cope with the academic and social demands of the School pupils must be competent English speakers appropriate to their level of study. Tuition in English as an Additional Language (EAL) can be arranged at the parent's expense.

14. Additional factors

For year groups in which all places have been allocated waiting lists will be introduced, and prospective pupils will be informed at the point of acceptance of a Registration that there is a waiting list.

15. Misbehaviour and Exclusions

There is a separate policy to promote good behaviour which also sets out the various sanctions available to the School for misbehaviour. This policy is available on request.

Revised: August 2016

Review: August 2017