

ST. ANNE'S PREPARATORY SCHOOL, CHELMSFORD
ADMISSIONS & EXCLUSIONS POLICY – Updated January 2019
This policy also applies to EYFS

The schools prospectus is sent out upon request, or is available online, accompanied by a letter. Prospective parents should contact the school to arrange a morning appointment to view the school with the Headmistress/senior management.

On receipt of the registration form, parents are sent a letter confirming that the child's name has been added to our entry list or waiting list for the term requested.

Generally, final confirmation forms (see appendix 1) offering a firm place are sent to parents up to two terms before the admission date. Receipt of the completed final confirmation form and deposit secures the place and obliges parents to conform to the terms and conditions laid out in the school's prospectus and on the reverse of the final confirmation forms. These terms and conditions should be read and understood carefully before the parents agree to sign the completed forms.

At present Kindergarten 1 hours are 8.30 am to 12.00 noon, 1.00 pm. to 3.30 p.m. or full days. All children must be 3 years old on admission and clean and dry. Early Years Free Funding to a maximum of 15 hours per week is offered, but there will be a charge for additional hours and services provided by the school.

Kindergarten 1 applicants and siblings will take priority for admission to the school from Kindergarten 2 upwards. During the summer term prior to entry to the Kindergarten 2 class children should attend for 5 mornings or 3 full days per week. Although attendance of Kindergarten 1 does not necessarily mean that children will be accepted into Kindergarten 2. All prospective pupils will be interviewed informally by their prospective class teacher and will be given a short test in Mathematics, Reading and written English to determine whether the child could be expected to benefit from St. Anne's type of education. Before a child's acceptance to the school the above information is brought to the attention of the parents.

At all times St. Anne's Head Teacher reserves the right not to accept a child into the school. This is particularly relevant to children wishing to enter the Preparatory Department and will usually be because the Head Teacher believes the acceptance of a certain child or children would be detrimental to the progress and wellbeing of children already in the school. In refusing entry to the school, the Head Teacher will consider whether she believes the child/children concerned would use/need an inordinate amount of the school's resources including teaching time and supervision.

St. Anne's operates an Equal Opportunities Policy and in response to the SENDA no child is refused admission on disability grounds. We welcome all children who can benefit from the opportunities that we offer and can flourish in the nurturing environment of St Anne's School. During the registration process all parents are required to advise the school as to known Special Educational Needs and/or disability (SEND)

We then arrange for pupils with identified or suspected learning difficulties to be assessed by our SENCo. No child will be discriminated against on entry into school as a result of their individual needs, so long as the school is able to meet a child's needs through reasonable adjustment. We do not, however, have the facilities to offer a highly specialised and intensive treatment programme for children with multiple special educational needs. If the parents accept a place for their child we offer specialist lessons with the SENCo and support in class. We work closely with the child and his/her parents to help him/her to overcome the barriers that his/her difficulties present.

Each pupil will also be assessed for learning difficulties during their first year at the school and at key stages thereafter. Parents will be advised if it is thought that a formal assessment by outside agencies would be beneficial or if the pupil is falling behind with studies. Whilst every effort will be made to cater for individuals requirements, parents will be asked to withdraw the pupil without being charged fees in lieu of notice if it is felt that the school cannot adequately provide for a pupil's special educational needs.

For the Gifted and Talented, the school has an inclusive curriculum, providing a framework of well-defined and achievable aims and objectives. This also includes selective and appropriate teaching methods and learning environments for individual pupil progress - designed to support all abilities,

whilst also tailored for the most able and talented pupils. We aim to create greater opportunity for success, built into the programmes of learning in the classroom, inspiring confidence in pupils with regard to their own abilities.

Our aim is to restrict all classes to 20 pupils or below.

The school will inform the LEA if a child leaves or joins St. Anne's at non-standard times throughout the school academic year.

We have a HOME/SCHOOL Agreement and Code of Conduct which parents are expected to read with their child. Parents/senior management/pupils in the Prep. and Pre-Prep. Dept. are expected to sign and adhere to the rules whilst attending St. Anne's. We attach importance to honesty, courtesy, good manners and discipline and expect parents to work with us ensuring that their children attend school each day punctually, wearing the correct uniform. We also expect parents to support us in our behaviour policy and encourage children to work hard whilst in school and completing homework assignments promptly.

It is the policy of St. Anne's School to try to deal with all behavioural issues in an active, positive way, employing a wide range of actions to avoid such issues reaching the point of exclusion (see Behaviour Policy).

However, the school retains the right to exclude any child from school following a sustained period of unacceptable behaviour or a single case of extremely dangerous and/or violent act. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

It is hoped that in most cases following an exclusion, the child will be able to return to school with a more positive attitude and subsequent improvement in behaviour.