BOUNDARY OAK SCHOOL FAREHAM

Admissions Policy

Owner	**Head of Marketing and Admissions**
Approved by	**Head**
Last review	**Nov 24**
Next review	**Nov 27**

BOUNDARY OAK SCHOOL ADMISSIONS POLICY

Boundary Oak School is a co-educational independent school from the ages 2 years 9 months to 16 years.

Deciding on the right school for your child is very important and we believe that a personal visit is invaluable. We very much hope that you and your child will visit Boundary Oak School. While we do hold a number of School in Action events in the school year, which give a general introduction to the school, we welcome families to visit our school at any time during term time. We are also very happy to welcome prospective parents and their children at other times for a private tour. After viewing the school and its grounds you will have the option to meet with our Head Teacher or one of our Senior Leadership Team. Please contact our Admissions team on 01329 280955 or email admissions@boundaryoak.co.uk to arrange a visit.

Equal Treatment

Admission to Boundary Oak School is open to all regardless of gender, race, religious, socio-economic or cultural background. Our aim is to encourage application from candidates with as diverse a range of backgrounds as possible. We are mindful or our obligations under the Equality Act 2010 during the Admissions Process. This enriches our community and is vital in preparing our pupils for today's world.

Entry Criteria

Boundary Oak School is academically selective, and admission depends upon a prospective pupil meeting established educational standards and demonstrating a willingness to contribute to the ethos to which the school aspires. Selection is based upon academic merit, which is assessed through entry taster days/sessions, assessments and reports and references from the candidate's current school. Our selection process is designed to identify pupils who are able to benefit from a well-rounded and balanced education and make a positive contribution towards the life of the school. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The school has strong traditions in music, drama, art, and sport. There are many extracurricular activities, all of which are important in developing a well-balanced, confident individual.

During a school career, the school will wish to assure itself that the pupil is contributing to the educational experience of the peer group in the broadest sense and that his or her membership of that peer group has no unacceptably adverse effect upon the educational experience of any other individual in the group as a whole. It is expected that all pupils at Boundary Oak conduct themselves with a positive application. Should their behaviour be considered to be impacting negatively on their own progress, or that of other pupils, then the school will reserve the right to recommend an alternative education.
In turn, the school must feel that it is in the position to develop the prospective pupil to the best of his or her abilities, in line with its general goals and with the standards achieved by the peer group.

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Children whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

At this point in time, the physical nature of the school and its manner of operation is not congenial for those with impaired mobility. Its buildings, many of historical significance, are spread across a large campus. In some cases, the listed building status will make it impossible to improve accessibility to particular buildings.

INFORMATION SHARING

We require parents to inform the School at the outset of the application process about any needs which their child may have or any other significant matters which the School should reasonably be aware of because, for example, it would necessitate tailored provision and/or would materially impact on their child's attendance at School and/or ability to engage in day-to-day School life. The School may wish to discuss these matters with the parents and/or require some further information.

Parents must ensure that information provided is accurate, complete and not misleading and relevant details and information (or changes to them) are shared in a timely and transparent manner.

A failure to disclose relevant information and/or the provision of inaccurate, incomplete or misleading information may - in some cases - lead to the withdrawal of an offer or termination of the School's Parent Contract.

Preconditions for admissions are:

- That children are of appropriate age and sufficient maturity for their proposed cohort (particularly for the EYFS)
- The School is able to provide adequately, given any reasonable adjustments, for any learning difficulties or disabilities the child may have
- That children are able to access the curriculum, allowing for reasonable adjustments, at the academic level of their chronological age group
- The child's current School (where applicable) is able to provide satisfactory reports regarding the child's attainment and behaviour, and verbal references of satisfactory attitudes and conduct on the part of the parents
- Fees (if applicable, and including fees in lieu of notice) at the child's current school have been paid in full
- At the point of application, and thereafter, prospective parents must fully disclose any learning support assessment or identified need, medical condition or disability, which could require specialist treatment, support or equipment, and any behavioural or disciplinary issues. This information is essential to assist with any interview or other pre-assessment screening. Please note that specialist, behavioural and/or disciplinary support may incur additional fees.

Before a child joins Boundary Oak School:

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue to support them as long as:

a) we have the appropriate resources and facilities to provide them with the support they require,
and
b) we believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Admissions procedures are as follows:

1. Pupils will be invited to the school following the registration of the pupil. The registration fee is a non-refundable fee of £180 (including VAT) for UK and international pupils.

2. There are three strands to the admission of new pupils: a two day 'Taster Session' which includes an interview with a member of the Senior Leadership Team, an assessment of the pupil's academic ability and a formal reference from their current school along with the pupil's latest school report, ideally the last two academic years where possible. The admissions process happens in stages and if a pupil does not meet the expected standard in their taster days or reports/references or interview they will not be invited to proceed onto assessments.

3. In Years R-3 assessments will take place in class with a teaching assistant, during the taster session. Taster sessions are designed to allow the prospective pupil to experience life at Boundary Oak School. In Years 4-11 assessments will be supervised by a member of school staff and take place following successful taster sessions. The assessment will focus on verbal and non-verbal reasoning, English and mathematical skills. In cases of uncertainty, particularly around specific learning, emotional or behavioural needs, further assessments or more taster days may be required. For Pre-School children, settling in sessions are also part of this admissions process.

4. The Head of Admissions will make a verbal offer of a place to parents, following the required taster days and assessments, and a formal offer letter will follow shortly thereafter. Places are limited at Boundary Oak and the offer of a place will be dependent on a pupil's cumulative scores in the following areas of the selection process:
    - Assessment scores

- Previous school reports
- School reference
- Interview/s with the Head and/or other staff
- Feedback from taster days/sessions
- Contribution to the curricular and co-curricular programmes at the school
- Contribution to the wider community

5. A place can only be guaranteed once the school has received a deposit of £500 - this deposit will be refunded should the pupil leave the school provided due notice has been given according to our Terms and Conditions, or when pupils have completed their education at the school which is deemed to be the end of Year 11. Full-time International pupils' deposits are £1000, whilst Internationals on our short stay programme require a deposit of £500.

Selection Criteria for waiting lists:
Once a pupil has passed the required selection process and there is a waiting list for the relevant year group or there is a shortage of places, the following criteria may be applied as places become available:

- Date of registering an interest in the school and date of paying the deposit.
- Sibling Links: where possible, we will make every effort to accommodate siblings, however, no guarantee is made to offer every sibling a definite place.
- Number of years they are intending on staying at the school.
- Connection with the School: where possible, we will make every effort to take into account any connection the family may have with the school.
- Financial Considerations: The parents' ability to pay may be relevant and it is common practice to seek references about parents' payment history from any previous independent school attended.
- Character, engagement, contribution and performance in relation to all areas of school life.

Early Years and Reception entry
Children are welcomed into the Pre-School from age 2 but they need to be potty trained/dry during the day. No formal assessment of children is undertaken although parents will be asked about their child's general development, and any identified special educational needs need to be disclosed prior to a place being offered. Places are not automatic, in some rare cases, a place will not be offered if we judge that a child's development is below expectation or that they will not flourish in the environment we offer.

Although we do accept intra-year admissions throughout the school, Pre School entry points are September, January and April to coincide with the start of each new term. Exceptions can be made if needed but this is to ensure a smooth and positive transition for new Pre School children due to their young age.

If there are a shortage of places in the Pre-School priority will be given to those with siblings and those who intend to stay at Boundary Oak for the duration of their schooling.

Transition through Year Groups

It is anticipated that all pupils will transition through the school and benefit from the continuing education and opportunities on offer. Reviews of pupils' progress will be monitored carefully and any concerns about this progress will be raised with parents. Parents will be informed of any concerns at the earliest opportunity and at the latest before the end of the Spring Term if there appears to be any reason why the pupil may be refused a place in the subsequent year groups. In rare cases it may be that a pupils' progress or behaviour means that transfer to the next stage of the school is not deemed appropriate.

Appeals

There is no appeal process for admission to the school. The decision of the Head and Head of Admissions is final.

False Information

Where the school has made an offer of a place on the basis of a fraudulent or intentionally misleading application, the offer of a place will be withdrawn

Learning Support and SEND

Boundary Oak School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Parents are required to provide with the Registration Form full details of all relevant information about their child, including any reports (educational psychologist reports, medical reports or assessments or other relevant expert third party reports), material or information about their child's needs (educational, heath or otherwise), and this may include any final or draft EHC needs assessment (or applications for a neeeds assessment) or final or draft EHCP Plans (or applications for an EHC Plan).

We require parents of children with special educational needs or physical disabilities to disclose and discuss their child's requirements with the school before he or she attends taster days and/or sits entrance assessments. We need be confident that we will be in a position to make a reasonable provision for him/her, and that the School can ensure, for example, that he/she will be able to access the education offered and that we are able to ensure his/her health and safety, and the health and safety of others. The School will discuss thoroughly with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if he/she becomes a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required , we

reserve the right to decline a place at the School.

Sometimes, the situation of pupils with disabilities and/or special educational needs changes between an offer of a place being made and the pupil starting at the School. The School requires parents to be pro-active in updating the School as to any changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect a pupil's place at the School. However, the School may, in exceptional circumstances, need to reconsider the offer of a place if a pupil's circumstances change materially. It is in the pupil's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming and transparent in their communications with the School about any material change to their child's circumstances.

In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision.

If there are requirements for extra support that the school cannot reasonably meet within its budgetary constraints, these will be communicated to the parents, who may have the option to pay extra for them.

Limited numbers of places are available for those needing Additional Learning Support, and these will be allocated after the submission of a previous school report and/or a current Educational Psychologist's report or medical report, as well as the internal school assessment, if considered necessary. Learning support is charged at a fee as detailed on the school website. Please note Learning Support will be delivered individually or in small groups depending on the needs of the pupils.

If special educational needs or a disability become apparent after admission, the school will consult with the child's parents and other outside agencies as appropriate. There is an expectation that if the school considers it necessary to involve outside specialists, parents will be cooperative and supportive of this approach.

The School will consult with parents and their medical advisers about the adjustments which can reasonably be made for the child, subject to the School's Accessibility Plan and usual routines and budget constraints, both during the admission process and later as a pupil. Where the School agrees to support the provision of additional services for children with disability or learning difficulties, such as the use of extra staff or auxiliary aids, parents or guardians will be charged for these at a level that reasonably reflects the cost to the School of providing the service or facility.

Additional time in exams and other special arrangements deemed reasonable and necessary will be made available for pupils with learning difficulties and disabilities where:

- notice of such learning difficulties or disabilities has been given to the School;
- and the School has been provided with a copy of a specialist assessor report e.g.

Educational Psychologist's report or medical report (prepared within the last two years), which must include a recommendation for such special arrangements

English as an additional language (EAL)

Similarly, pupils for whom English is a second language will be admitted, provided they can access the mainstream curriculum, with appropriate support from the EAL department, if required. The school reserves the right to ask for an English test (Cambridge online placement test) to be completed before offering a place for such pupils. On entry to school, EAL pupils will be assessed further under the supervision of EAL staff and if the support identified at this point exceeds the recommendation from the unsupervised test, the place may be withdrawn or additional charges applied to support the pupil's need.

The current termly EAL charges we have in place (see website for details) are based on their CEFR (Cambridge European Framework of Reference) levels, from A1 to B2, which determine the number of hours per week of EAL tuition required.

If you would like your child to have extra EAL lessons, over and above what is offered in one of the above programmes, this can be arranged at a fee stipulated on the fees sheet available on the school website.

Sibling Policy

Most siblings join us at Boundary Oak School. However, admission is not automatic, and there may be occasions where we advise that a sibling is likely to thrive better in a different academic environment. Additionally, siblings may have to join a waiting list if they are not registered in good time.

Our sibling discounts are as follows: 10% for first sibling and 20% for second sibling. Further sibling discounts will be discussed on a case by case basis with the Head.

Scholarships

Boundary Oak School may offer scholarships in exceptional cases into Year 7 upwards following assessments, for excellence in:

- Academic subjects
- Music
- Sport
- Performing and Creative Arts
- All Rounder

Current expected levels are 125+ in academic standardised scores, county level sport or above or above Grade 6 for music.

Scholarships are awarded in name only. Where financial support is needed, a bursary form will need to be completed.

Purpose of Scholarships

Scholarships are designed to reward excellence and to celebrate exceptional talent. In

recognition of this achievement. Parents are asked to indicate on the Registration Form whether they are interested in applying for a scholarship. Details of how to apply for a scholarship will be sent to all who express an interest.

Bursaries

A limited number of bursaries are available. Bursaries are means-tested. Both parents are required to provide proof of their income and assets, and where appropriate other family members as well. The level of support varies according to parental need. Bursaries are always reviewed every 12 months. The family is required to provide fresh information about its circumstances for every year that their child attends the school. Levels of support may vary with fluctuations in income or the school's ability to fund the bursary. Bursaries are normally only offered to families who are resident in the UK.

Our bursary policy can be viewed on our website or can be obtained from the registrar/admissions secretary.

A bursary may be withdrawn in accordance with the terms upon which such award is made or otherwise in accordance with the School's Parent Contract.

Financial Information

Any applicant for a place at the School, including those who apply for bursary support and overseas applicants, may at the discretion of the School be required to provide additional financial information and/or undergo checks to confirm that they are able to pay the School's fees (or any percentage of the fees still payable if a bursary or scholarship is granted).

Overseas Applicants

If you would like to enrol your child as an overseas pupil, then please complete our registration form and return to the admissions team

- Entry requirements vary according to the age of the pupil, knowledge of English, and the courses they wish to study. The basic requirements are:
- Applicants must take an English test to assess their EAL needs, and offers will be made on condition of the pupil taking EAL tuition if required (see fees above).
- Applicants must supply reports from current and previous schools and/or colleges.
- There is a non-refundable registration fee and a refundable deposit is required when accepting a place. All overseas pupils must have a guardian based in the UK who can be a point of contact for the pupils in the absence of the pupils parents.
- Interviews are required and will be conducted via Teams for pupils based abroad.

Guardians

All overseas pupils must have a guardian based in the UK. There may be times when a child is ill or for example over half term when the boarder is not able to be in school. It is a UK requirement for such children to have a guardian they can go to if necessary. The choice of guardian is the responsibility of the parent, not the school. The Boarding Schools' Association (BSA) maintains a list of accredited and certified guardians here: https://www.boarding.org.uk/497/about-us/bsa-certified-guardian-scheme

Religious Beliefs

Boundary Oak School is non-denominational and we do not select for entry on the basis of religious belief. However, we celebrate Christmas and Easter each year through productions, concerts and carol services which may portray the Christian stories. Likewise, our assemblies may have a Christian theme, as well as themes from other religions or humanist/secular themes.
Where pupils require it arrangements to attend services and prayer facilities can be made available to cater for most mainstream religions. Please discuss your needs with our Head of Admissions when applying.

We are able to offer a vegetarian diet and cater for most allergies. Specific religious diets, such as Halal or Kosher, need to be discussed prior to admission, and may involve an extra charge.

Equal Opportunities

Admissions

- Admission to Boundary Oak School is open to all regardless of gender, race, religious or cultural background.
- With regards to academic and physical disability and the terms of the SEN and the Disability Act of 2001, the School's Admissions Policy states

"Boundary Oak School is academically selective and admission depends upon a prospective pupil meeting established educational standards and demonstrating a willingness to contribute to the ethos to which the school aspires. Selection is based upon academic merit, which is assessed through entry tests, interview/s, taster days/sessions and reports and references from the candidate's current school…..The school's policy is to apply its admission criteria to all potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to place any applicant at substantial disadvantage compared by reason of disability."

The Admissions Policy should be read in conjunction with the Equal Opportunities Policy.

Curriculum

- It is the intention that all courses/syllabi are made equally available and accessible to pupils of Boundary Oak School.
- The curriculum and teaching at the school is intended to support and where appropriate actively promote the principles of equal opportunity.

Pastoral

- In the pastoral role the school undertakes actively to promote a culture of tolerance and understanding and equal opportunities for all.

PRACTICAL EXPRESSIONS OF THESE PRINCIPLES

(The following guidelines are not meant to be exhaustive but give a strong sense of the climate in which we wish to work.)

ADMINISTRATION

- School registers and all official group lists are published in alphabetical order, and in year order where appropriate
- Pupils' names are accurately recorded and pronounced correctly
- Individual staff titles are accurately recorded and used

CLASSROOM PRACTICE

- All pupils are given opportunities to achieve success
- All pupils are given the opportunity to contribute orally
- Teachers are aware of where pupils sit within the classroom and encourage a mix of gender where appropriate; classroom tasks should be shared out irrespective of gender
- Staff have high expectations of all pupils

CURRICULUM

- All pupils have equal access to all areas of the curriculum
- The school challenges stereotyping of subjects
- The school provides all children with opportunities for success

EXTRA CURRICULAR ACTIVITIES

- The school seeks to offer pupils who may be disadvantaged financially the opportunity to take part in activities and trips
- All pupils are aware of the extra-curricular activities and have the opportunity to participate if they wish

LANGUAGE AND SOCIAL BEHAVIOUR

- Staff ensure that they promote positive images in both genders and cultures through their own attitudes and their own use of language
- The school's Anti Bullying Policy will continue to be implemented
- The school ensures that any sexual harassment is dealt with in a severe way

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION

- PHSE classes and tutor sessions provide pupils with opportunities to explore personal beliefs and attitudes, confront prejudice and stereotyping and to gain understanding of the issues concerning gender, race religion in the context of the individual rights and responsibilities.

RESOURCES

- Wherever possible, books, learning resources and other teaching materials should reflect a non-discriminatory view of both genders and race/culture, promote positive images and contain non-sexist language

SCHOOL'S TERMS & CONDITIONS (PARENT CONTRACT)

The terms upon which the School educates each pupil are set out in the School's Parent Contract which will be made available to parents as part of the admissions process.

Complaints

The School's Complaints Procedure is on the School's website and can be sent to prospective parents on request. However, please note the Complaints Procedure is not available for use by prospective parents.

Records and review

Applicants' details will be held on file with due regard to data protection legislation and the School's Privacy Notice and Retention of Records Policy.
The School will not hold the personal data of you or your child for longer than is necessary for a lawful purpose. This will generally be no more than 6 months following an unsuccessful application, but reasons to retain for longer might include: e.g. if the parents express an interest in the candidate re-applying for any reason at a later date, or in the potential candidacy of another sibling; or to deal with any ongoing matters or queries arising from the application.

Admissions Register

The admissions register is not a public document.
For each pupil our admissions register will contain:

- name in full;
- sex; this should be the birth sex unless the person has obtained a gender recognition certificate (not available under the age of 18);
- name and address of every person known to the proprietor to be a parent of the pupil (and an indication of which parent the pupil normally lives with and which parents hold parental responsibility as defined by Section 3 Children Act 1989) – NB parents holding parental responsibility, even if not actually caring for the child, have a right to receive relevant information from the school in respect of any pertinent matter affecting the child, unless a court order indicates otherwise;
- where a parent notifies a school that a pupil will live at another address, in addition or instead, the new address, the full name of the parent with whom the pupil will normally live in future and the date from which it is expected the pupil will normally live there, where it is reasonably practicable for the school to ascertain this information;
- at least one telephone number at which the parent with whom they normally live can be contacted in an emergency and at least one more alternative second emergency number where reasonably possible. If there are two parents a number from each will be obtained;
- day, month and year of birth;
- day, month and year of admission or re-admission to the school;
- name and address of the school last attended, if any;
- an indication of boarding or day attendance (in schools which include boarders);
- the name of the destination school (or additional school, in the case of dual registration) notified by a parent and the first date of attendance, where it is reasonably practicable for the school to ascertain this information.

Schools are obliged to inform their local authority (where the school is situated) where a pupil's name is going to be deleted from the admission register on certain grounds. In summary, these are: when the child has been taken out of school to be home educated; when the family has apparently moved away; when the child has been certified as medically unfit to attend; when the child is in custody for more than four months; when the child has

been permanently excluded.

Schools must also notify their 'own' local authority when they remove or add a pupil's name to the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. The lawful grounds for removing a pupil, including the original ones above, and the information to be reported to the local authority, are set out in detail in both School Attendance 2019 and Children missing education 2016. Schools are also under a duty to provide information to the local authority for standard transitions if requested.

A child must be deleted from the register as soon as grounds for deletion are met. As to non-standard admissions, notification is to be made within 5 days of the entry on the admissions register.

A school's right under the regulations to delete a pupil for non-return within 10 school days after authorised leave of 10 school days or more, or after 20 school days unauthorised absence (in both cases, in the absence of illness or other unavoidable cause), does not arise until the school and local authority have jointly made reasonable enquiries (described in the guidance) as to the pupil's whereabouts and failed. As an independent school, our right to remove a pupil will in addition be subject to the terms and conditions of their own school/parent contract.

Schools are also obliged to notify the local authority when a child or pupil fails to attend school regularly or is absent without leave for more than 10 school days (continuous).
Where children leave the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.