

Kings Monkton School

Admissions Policy

SEPTEMBER 2018

Table of Contents

Policy for Admissions.....	5
Procedures for Office Staff.....	5
Procedures for Parents.....	5
Procedures for the School.....	6
Provision for pupils with statements.....	7
Provision for pupils with English as an additional language.....	7
Special Education Needs and the Access Strategy and Access Plan.....	8
Internal Procedures for Entry.....	11
Fees.....	11
Notice Period.....	11
Scholarship and Bursaries.....	12
Non-Payment of Fees Policy.....	12
Appendix B –Letter to Parent (Follow Up),.....	Error! Bookmark not defined.
Internal Procedure for Pupils Joining KMS.....	15

Our Admissions Policy

Kings Monkton School is a mainstream school that prides itself on its inclusive nature. We do not have an Admissions Examination as our belief and experience shows us that once children feel safe, secure and happy they will excel in education. However, we are a school with excellent academic success and recognise that we cannot always meet the educational needs of all children, for example children with BESD (behavioural, emotional and social difficulties).

Admissions are made on an individual basis and at the Principal's discretion. Criteria used to assess whether a child is admitted to our school includes:

- Whether the school can meet the needs of that individual pupil.
- The applicant is of the appropriate age and sufficient maturity.
- The School is able to provide adequately for any special educational needs the applicant may have following an assessment of the pupil by the Additional Learning Needs Coordinator.
- The School, having made reasonable adjustment, has the capacity to cope with any disability the applicant may have.
- Fees (if applicable) at the present school have been paid.

General Guidance to Entrance

Prospective Pupils for entry into Foundation and Reception

Children entering Foundation generally join us in the September following their third birthday and enter Reception in the September following their fourth birthday. Children are invited in for a taster visit prior to entry to ensure that they are happy and settled.

Prospective Pupils for the Infant Department, Years 1 and 2

Pupils join the School in their chronological year group. This means that those aged 5 on 1st September in the year of entry enter Year 1, whilst those aged 6 on 1st September enter Year 2.

Pupils are invited for a taster session during which they will spend time in the classroom with the teacher and other pupils. To support the transition a report will be sought from the pupil's current or previous school.

All children in the Primary School from Year 1 to Year 6 will sit a PIPS test throughout the year. This is not an entrance examination, but a means of measuring the children's literacy, numeracy and non-verbal skills so that we can tailor our teaching to their learning needs.

Prospective Pupils for the Junior Section, Years 3-6

If a place is available (or, in the case of a waiting list, as soon as a place becomes available) prospective pupils are invited in for a taster session to meet the children and staff in their classroom.

Prospective Pupils for the Senior Section, Years 7-11

At Year 7, year groups expand from one to two tutor groups. Pupils again can have a taster day to settle into their class and meet the other pupils and staff. Children with additional learning needs will meet with the Additional Learning Needs Coordinator for Secondary School to assess how we can meet their learning needs and ensure a smooth transition into our school.

All children in the Secondary School from Year 7 to Year 11 will sit both a MidYis and YELLIS test at the start of the key stage. This is not an entrance examination, but a means of measuring the pupil's literacy, numeracy and non-verbal skills so that we can tailor our teaching to their learning needs.

Prospective Students for GCSE Freshstart

There are no entry requirements for GCSE Freshstart and pupils can join Year 10 or Year 11 classes to have a tailor made curriculum to ensure they reach the GCSE grades they need to move on in their education.

Prospective Students for the Sixth Form, Years 12-13

Kings Monkton School does not set a sixth form entrance examination, but applications are required and pupils must pass an interview with a member of the Senior Leadership Team. The basic requirements for entry are:

- i. Minimum 5 C grades at GCSE;
- ii. A current school report which evidences that the student has a positive and focussed attitude to study and school life.

Policy for Admissions

Aims

- To give children and parents as much information as possible about Kings Monkton School and the education we provide.
- To set out the criteria by which the school accepts pupils for admission.
- To make each child's start a happy and successful one.
- To begin a partnership with parents that will be lasting.

Procedures for Office Staff

1. When an enquiry is made staff should complete the Prospective Pupil Contact Form on SIMS to ensure all the relevant information is obtained.
2. Staff should then arrange a visit by either discussing with Principal, or Vice Principal, entering an appropriate date and time on their shared calendar in Outlook.
3. Staff should then post or e-mail a prospectus out to the parent confirming date and time of visit.
4. Once parents have visited the school one of two letters will be sent:
 - A letter confirming the child's application and confirming the admission details i.e. fees; start date; uniform etc. Included in this letter will be Pack 1 (the additional forms for enrolment i.e. medical; Internet use etc)
 - A letter thanking the parent for attending the school and highlighting the e-mail and phone number if they have any additional questions.

NB: Whenever a new pupil is signed up by the school a letter will be sent confirming bursary; start date; term dates; timing of school and uniform.

Procedures for Parents

When parents first contact the school, they are initially provided with a copy of the school prospectus and an invitation for them to visit and view the school in action and to discuss their child's needs.

These walk around will be conducted by the Principal, or Vice Principal, in order to discuss their child's possible admission to the school, to look round (with or without their child) prior to the child being admitted, and to answer any questions the parents may have.

Children may be admitted at any time during the academic year provided there is a place. Following the first visit to the school, the next steps are:

- Parents complete a registration form and pay the registration fee.
- Arrangements are made for the child to visit the school for the day for assessments to be carried out and in order to give the child a chance to get to know the school.

- The school will assess the child carefully in order to establish their ability in relation to their peers and how well they will be able to benefit from the education and curriculum offered by the school.
- The offer of a place will be made based on the outcomes of the assessments
- Parents are provided with Pack 1 giving full details of day-to-day aspects of the school (lunches, uniform, school rules, etc) and are asked to complete forms regarding medical needs, off-site activities, etc. and return these to the school office.
- Arrangements are made for the child to start in the school on a mutually agreed date.
- Parents are asked to complete the Pupil Information Sheet to give some brief information about their child, which will help with setting and placement in a Form Group while we await the previous schools records. Alternatively, a copy of the pupils latest school report will suffice.
- New starters are allocated a “buddy” to be their friend and guide during the first weeks of settling in to the school.

Once the child has been admitted, parents are asked to keep in close contact with the class teacher (Primary school) or Form teacher (Senior school) to ensure that their child’s transition to a new school is a smooth one. This can be done via phone; e mail or parent portal.

Procedures for the School

All prospective pupils are assessed with regard to their academic ability and general suitability before being accepted into the school. This assessment may be carried out informally or formally depending on the age of the child.

Please see our information on scholarship assessments if you are interested in applying for this.

Early Years: It is acknowledged that assessing very young children is difficult but, when a prospective pupil spends time at the school, teachers are asked to make an assessment of the child and to report to the Principal on the child’s suitability for admission.

Years 1-6: Infant and junior pupils are assessed informally, usually when they visit for a day or two. This can involve sitting a standardised test in English, mathematics and reasoning as well as assessments being made by the class teacher during the visit. The observations of teachers are very important in establishing a more general profile of each prospective pupil.

Wherever possible, information is sought from a child’s previous school (i.e. records/reports) to assist in giving a wider picture of his/her abilities and attainments.

A place is offered once the school is satisfied that the child will be able to access the curriculum and keep pace with the class in question.

Years 7-11 – Two procedures exist here, one for current King Monkton Pupils and one for External Pupils wishing to join the school.

Kings Monkton pupils: Admission to the secondary school for Kings Monkton primary pupils is automatic. Prior to transfer at the end of Year 6, pupils from Kings Monkton Primary and from other feeder schools spend a transition “taster” day in the senior school. This gives them the opportunity to experience senior school lessons and to get to know some of the senior school staff. Senior staff also visits the Year 6 classes in Kings Monkton during the year prior to their transfer to the Senior school and some Year 5 & 6 lessons are taught by Senior School Specialist teachers (See Transition Policy). This enables the pupils to feel secure and reassured about the forthcoming transfer. It also enables senior school teachers to get to know the pupils in advance.

External pupils from other Primary schools attend the school for a taster day where they will have the opportunity to meet staff and pupils. Assessments on numeracy and literacy maybe carried out, as well as informal assessments by the classroom teachers to assess where the pupil is and how we can best meet their needs. Children are admitted into each year group as places become available.

As soon as the child starts school the school office requests records from the previous school.

Provision for pupils with statements

Kings Monkton is only one of two mainstream independent schools in Wales who can accept pupils with SEN statements without requiring permission from Welsh Government. The school will carry out a careful analysis of the needs of the child before a place is offered in order to establish clearly that the school is able to meet those needs. The school cannot meet the needs of pupils with BESD. Normal school fees apply and the school does not fund the cost of any extra support that the pupil may need. The school will work closely with parents and the Local Authority to assess the needs of the child and to ensure that we can meet those needs in Kings Monkton School.

The school will prepare and regularly review Individual Education Plans, carry out the Statutory Annual Review, and provide access to the normal mainstream curriculum. It will also ensure that careful arrangements are made for ongoing pastoral care and support by the ALNCo, by teaching staff and by the Vice Principal or Principal.

Provision for pupils with English as an additional language

From time to time the school admits pupils for whom English is an additional language. Such pupils are required to meet the academic criteria for entry to the

school, assessed either by entrance tests or by means of a recent satisfactory school report (e.g. for those coming from abroad with little or no English). Where appropriate, the school will arrange for extra lessons with an EAL teacher. These lessons will involve withdrawal from normal school lessons at agreed times. Normal school fees apply and the cost of extra lessons will be funded by the parents. The school will provide access to the normal mainstream curriculum, adapting teaching methods and resources as much as possible in the early stages until the pupil has achieved a good level of learning independence in English. The school will also ensure that careful arrangements are made for ongoing pastoral care and support by teaching staff and by the Head of Primary or Principal and the EAL coordinator.

Special Education Needs and the Access Strategy and Access Plan

Kings Monkton School believes it is wrong to discriminate against disabled pupils or prospective pupils. It will make reasonable adjustments to ensure that disabled pupils and disabled prospective pupils are not placed at a substantial disadvantage in comparison with those who are not disabled. It will work to improve staff understanding of the requirements of disabled pupils. It will develop and operate an accessibility plan. (This policy, therefore, needs to be read alongside the following two policies in particular: 'reasonable adjustments policy for disabled pupils' and SEN accessibility plan').

Kings Monkton School is located within the city centre with no disabled access to floors above ground level. The system of having departmental areas, common to many schools, allows facilities for a subject to be concentrated in one place, but demands the movement of pupils around the site between lessons, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be at a disadvantage and possibly prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to the physical features of the school at a prohibitive cost. Even the fruition of long term plans can only go some way to ameliorate the position.

The Directors have a long-term building development programme which is intended to provide a new building on another site. It is believed that this route offers the quickest and most effective way to meet Disability Legislation.

The Directors, dependent on the financial viability of the School, provide funding for building maintenance and minor refurbishment. A proportion of money from this budget will be used within the pre-planned maintenance schedule to improve accessibility for pupils with impaired mobility.

Admissions

Kings Monkton School does not select its pupils for admission on the grounds of ability. As detailed in the school's admissions' policy, we admit a pupil based on the

need and relevance of a Kings Monkton education for a particular child, a 'taster day' (or days), previous school reports and a reference from the previous school. Formal entry tests are not usually utilised.

To ease the burden of the external examinations, the School would liaise closely with the parent/guardian or student on the mechanics of the exams to be taken. Liaison may take the form of a meeting or by telephone conversation to discuss any special arrangements. The school would apply to the JCQ for permission to supply the provision of the following aids to the prospective disabled pupil:

- Large print exam papers
- Extra time to complete the exam paper
- Accessibility to the exam room for impaired mobility pupils
- Laptop computers
- Readers/Screen Reader software
- Scribes/Voice to text software
- Colour policies
- Rest breaks

It will not normally be possible to provide an exam room with a hearing loop nor provide a secretary or teacher from within school resources knowledgeable in sign language to assist and oversee the exam. Any additional costs assessing for, or arranging, examination arrangements must be met by the parents.

Curriculum

It is recognised that the curriculum should be accessible for those with disabilities. Pupils who have educational Statements or who have been diagnosed with a learning disability will be helped according to their needs. Pupils who are entitled to extra time in exams will be given this in all internal as well as external exams and laptops for exams (for example) will be allowed and provided if recommended.

Buildings and Accessibility

It is the policy of the Directors to improve access to buildings and facilities over a period of time, as finances permit.

Vehicular Access

Accessible parking is available in the school playground during the times 08.00-08.45 and 15.00-18.00 and priority for this parking is given by the Caretaker.

Paths

Wheelchairs have access to the ground floor and accessible toilet.

Buildings

Many of Kings Monkton School's buildings were erected in the late 19th or early 20th century before consideration was given to disabled access.

Lavatories for disabled people

A lavatory for disabled people is situated in the pre-school area of the school.

Education

As the school operates a policy of departmental areas, access to some subject teaching could be restricted or impossible.

Special Educational Needs

All information relating to SEND (Special Educational Needs and Disabilities) can be accessed via the Admissions Policy and through Mrs Catherine Alger (ALNCo).

Medical

The school employs seven qualified first aiders and the medical regulations are available in the Parental Handbook, published for parents every year. Signed parental consent is required for staff to administer prescribed medicines for medical disabilities such as asthma and diabetes. The catering manager operates a policy of food being nut free and will provide meals for those with special dietary requirements.

Many classrooms have digital projectors that ease the viewing of subject matter. These will be helpful to those with a sight impediment. Larger print course notes and examination papers will be introduced as and when appropriate.

Welfare

All staff are informed of any pupils with disabilities and of the need to be aware of potential difficulties such as:

Bullying and Harassment (see Anti-bullying and Harassment policy)

Non-integration into forms (see details of the Pastoral system in Parental Handbook)

The centre of the pastoral system is the Form Tutor, who is the primary point of contact.

Activities and Trips

The School encourages all pupils to attend a variety of trips and activities. These may be sporting, cultural or adventurous. At such venues the programme of activities can be modified to facilitate participation regardless of disability. The School is a strong advocate of the Duke of Edinburgh's Award scheme and is aware that it gives specific guidance to enable disabled pupils to achieve awards. Staffing ratios can be adjusted to provide extra help when necessary.

Occasionally it may be considered that the welfare of the pupil with a particular disability cannot be guaranteed due to the nature of the disability and the specific environment and the terrain. In such circumstances it may not be possible to provide a suitable level of supervision and care to enable the pupil to participate in the activity safely.

Internal Procedures for Entry

If you decide that Kings Monkton is the right school for your child and that we are able to offer your son or daughter a place, then the following procedures will be followed in order to support entry and ensure there is a smooth transition into our school.

Form Group

Your child will be placed in a Form Group. We will consider information on:

- Pupil Information Sheet or previous school report provided by parents;
- Class numbers;
- Cohort make up;
- Any friends within the school.

Pupil Passports

All pupils in Kings Monkton School have a pupil passport that identifies the pupils learning style, information that the pupil would like staff to know about them, any career aspirations, and their target grades and levels. These passports are started as soon as the pupil joins us and they will meet with one of our ALN Workers to when they arrive in school to start this process.

Within their first week in school our Examinations Officer will arrange for the pupil to sit our academic benchmarking tests – we use the CEM University of Durham tests and NFER tests to assess where the pupils are and to set realistic targets for them in our school.

Fees

The school fees are set out on our website and are available from the Main Office on request. The fee structure is agreed by the Directors and Academic Board and undergoes an Annual Review.

As an Independent School fee payment is essential for the safe and sustainable management of the school and its facilities. Parents can pay their school fees by;

1. Direct Debit – monthly or termly payments can be set up;
2. BACS Transfer for payment of the yearly fees in September.

Failure to pay fees on time will result in a late fees charge being incurred and the Non-Payment of Fees Policy being implemented.

Notice Period

Please note that a terms notice is required for removing your child from school. Failure to give a terms notice can result in you being charged a full terms fees. There are only two exceptions to this:

1. If your child is permanently excluded from the school.
2. If your child fails to make the GCSE grades required to move onto Sixth Form as originally planned.

Please note that the Sixth Form is a two year course and pupils wishing to leave the school after their first year - Year 12 - are also required to give a full terms notice before the Easter of their final Year 12 examinations.

Scholarship and Bursaries

Scholarships and bursaries are available from the school and are allocated to a maximum of 20% discount off the fees.

Scholarships

These are available at the end start of the Key Stage and last the entirety of the time the pupil is within Kings Monkton School. Scholarships are awarded on the basis of examination performance during a test, usually sat on the last Saturday in January.

- Key Stage 2 Scholarship (sat in Year 2) – Literacy and Numeracy Test
- Key Stage 3 Scholarship (sat in Year 6) – Literacy and Numeracy Examination
- Key Stage 4 Scholarship (sat in Year 9) – Examinations in mathematics and English
- Post 16 Scholarship (sat in Year 11) – this is a subject specific scholarship based on a candidate's area of interest.

Bursaries

These are available throughout the year and are a short term support for parents that last a maximum of twelve months. Bursaries are awarded through a means tested application which the Directors consider and allocate funds to if they are available and if it is appropriate. Applications can be obtained from the Main Office. Bursaries can be applied for year on year and there is no maximum number of applications that any one family can make for a bursary. However, please be advised that bursaries are awarded on a means tested basis and ranked in order of need year on year. As such, there is no guarantee that a bursary received one year will be the same as it was last year or even agreed.

Non-Payment of Fees Policy

INTRODUCTION

Kings Monkton School is an independent, fee paying school which relies on the prompt payment of school fees to fund its ongoing operation and programme of educational and estate development. It is essential therefore that all fees are paid in full and on time in order that the school's financial stability is assured. This policy sets out procedures for handling cases of overdue or unpaid fees. It is necessarily general as each case will be unique and will need to be handled according to its individual merits with the needs of the child(ren) at the forefront of all considerations.

2. AIM

This policy sets out the guidelines to be followed in cases of late or non-payment of Kings Monkton School fees.

3. RESPONSIBILITY

Responsibility for handling cases of late or unpaid fees cases lies with the School Business Manager assisted by the Finance Team.

4. CONFIDENTIALITY

Only the Directors, School Business Manager and Finance team are to be aware of the names of parents whose case is being considered under this policy. As part of its duty of financial oversight of the school accounts the Finance committee of the Academic Board are to be aware of the outline of each case.

5. GUIDING PRINCIPLES

Kings Monkton School is a school with a strong tradition of parent/guardian involvement in its operation and as such, compassion and understanding in its dealings with parents and children underpin its ethos and day-to-day operation. The guiding principles in handling cases of late or unpaid fees are:

- The financial stability of the school
- The number of children involved
- The educational needs of the child(ren) such as stage of education
- The personal circumstances of the parents/guardians and the ability to pay
- The payment record of the fee payer
- The treatment of each case on its individual merit

6. PROCESS

The process will be as follows:

- When a case of fee non-payment occurs parents are initially reminded by phone and/or e- mail and if necessary by letter, 1 week after the start of term or discovery of the default.
- The circumstances of each case are established and payment arrangements agreed, taking into account the principles set out in paragraph 5.
- Where there has been no response from fee payers or where they have failed to keep to a payment agreement, by the end of the second week, further contact is made by phone, e-mail and letter, informing the fee payer that payment or an acceptable payment plan has to be put into place within 7 days.
- If the situation has not been successfully addressed by the end of week 3 further contact is made by phone, e-mail and letter, informing the fee payer that the Principal will need to be informed within 7 days unless payment is made, or an acceptable payment plan is put into place.
- At the end of week 4, if there is still no contact with fee payers or where they have failed to meet agreed payment dates contact is made by phone, e-mail and registered letter. At this stage it will be confirmed that the Principal is

being informed and exclusion will be noted as a possible outcome of non-payment of fees. At this stage the Chair of the Board of Governors is informed.

- If there remains no contact or reasonable agreement for the payment of overdue fees a final letter will be sent by the end of week 7, signed by the Principal, giving the date of exclusion, which would usually be no later than the end of term.
- If fees are not paid or a repayment agreement reached by the date of exclusion the child(ren) will be excluded until such time as the fees are paid in full. The account will then be passed to a debt recovery agency.
- Subject to the agreement of the Principal, and at his discretion, the child(ren) may be allowed to return to the School when all outstanding fees are paid or an acceptable payment plan has been put into place. Fees are payable during any exclusion period unless that exclusion is permanent.

7. MITIGATING CIRCUMSTANCES

The following, non-exhaustive, list of factors are to be considered in reaching a settlement with fee debtors:

- Family circumstances e.g. employment situation such as redundancy, illness, number of children in school, special educational needs
- Stage of education of the child(ren) e.g. Year 6
- Size of debt
- Monthly or termly payment profile
- Previous payment history
- Possible 'hardship bursary award'
- Willingness of debtor to reach an agreement
- Cost to school in financial or reputational terms of exclusion or default

8. APPEALS

Where children are excluded for reason of non-payment of fees the parents may make a formal representation to the Board requesting a review of the decision.

9. RECORDING AND REPORTING

All cases subject to this process are formally recorded and records held by the School Finance Manager.

The School Finance Manager provides an update to each Board meeting in all cases where fees are outstanding for more than half a term.

Internal Procedure for Pupils Joining KMS

