

## ADMISSIONS POLICY

Admission to Boundary Oak School is open to all regardless of gender, race, religious, socio-economic or cultural background.

Admission to Boundary Oak School depends upon a prospective pupil meeting established educational standards and demonstrating a willingness to contribute to the ethos to which the school aspires.

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 the group as a whole.

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.

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.

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. Some of these problems may be ameliorated by future curriculum planning, but others are dependent on major structural alterations which can only be introduced in the long term. In some cases, the listed building status will make it impossible to improve accessibility to particular buildings.

Admissions procedures are as follows:

1. There are three strands to the admission of new pupils: a meeting between the Headmaster and pupils and parents, an assessment of the pupil's ability and two day 'Taster Session'. Ideally a formal reference from the current school should also be obtained.
2. The assessment will take place during the taster session. These sessions are designed to allow the prospective pupil to experience life at Boundary Oak School. They can therefore provide important information to their parents.
3. The assessment will focus on English and Mathematical skills. In cases of uncertainty a NfER/GLS Verbal Reasoning paper should be administered.
4. The Registrar will place a feedback form into each member of staff's pigeon hole and this is to be returned as soon as is possible. Verbal feedback from staff is also most welcome.

5. The Headmaster will normally be able to make a verbal offer of place to the pupil's parents at the end of the second day. If this is not possible the Registrar will speak with the parents advising them that the Headmaster will be in contact as soon as is possible. A formal offer letter will follow.
6. A place can only be guaranteed once the school has received the £50 registration money and the refundable £200 Caution Money.

## **xi. Equal Opportunities**

### ADMISSIONS

1. Admission to Boundary Oak School is open to all regardless of gender, race, religious or cultural background.
2. 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  
"Admission to Boundary Oak School depends upon a prospective pupil meeting established educational standards and demonstrating a willingness to contribute to the ethos to which the school aspires..."

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.."

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

### CURRICULUM

3. It is the intention that all courses/syllabi are made equally available to students of Boundary Oak School.
4. It is intended that the course content of all subjects teaching and that all activity which makes up the wider curriculum of the school support and where appropriate actively promote the principles of equal opportunity.

### PASTORAL

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

### ADMINISTRATIVE

6. Boundary Oak School is an Equal Opportunities employer.

## **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 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 & CITIZENSHIP EDUCATION

- PSHCE 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

Staff appointments, interviews and opportunities for staff development will be open to all and outcomes unaffected by issues of gender, race or disability