



## **Admissions Policy Preparatory Department Policy**

### **1. Introduction**

The Preparatory Department at Manchester High School for Girls welcomes girls aged between 4 and 11 and is academically selective. There are two classes per year group with a maximum class size of 20 girls in the infants and 22 girls in the juniors.

To register, parents must complete and return a registration form and enclose a remittance to cover administrative costs. The School's admissions policy and procedures are designed to help parents and the School select the right education for an individual child.

### **2. Admissions Policy**

The Preparatory Department meets the needs of bright, enthusiastic and inquisitive girls who thrive in the challenging and nurturing environment. Girls acquire a love of learning and develop the skills and attributes to ensure success in their education beyond the Preparatory Department. The admissions policy and procedures are designed to help parents decide if the Preparatory Department is the right school for their child, as well as assisting the School in identifying children whom we believe will benefit from the education we offer.

Girls will be regularly and assiduously monitored and assessed throughout their time as a pupil in the Preparatory Department and provided that, in the professional opinion of the Head of the Preparatory Department and the Head Mistress, they have achieved the standards of academic attainment and conduct required for the Senior School, they will automatically progress to Year 7.

Girls in the Preparatory Department will be required to sit the Senior School Entrance Test in January of their last year in the Preparatory Department (Year 6) as this provides valuable information to ensure a smooth transition; furthermore, their scores will allow them to be considered for an academic scholarship or, if eligible, for bursary assistance.

### **3. Admissions Process**

The Preparatory Department welcomes girls starting school from the age of 4, however, there are opportunities to join the School in other year groups, subject to places being available. An entrance assessment day is held in January for those children applying to join the school in the September aged 4, and for girls applying to other year groups. During the assessment day girls will engage in varied activities to assess academic potential and personal development. Girls wishing to join the school at other times of the year sit an occasional vacancy test and are able to join the School by mutual agreement and the fulfilment of any contractual obligations to their present school.

The School fully appreciates the enormity of the decision for parents when deciding on a suitable school for their child: parents are encouraged to visit the School for open events, personalised tours and discussions with the Head of the Preparatory Department before sitting their daughter(s) for the assessment day. Taster days are offered to pupils to support their decision and the transition to a new school.

#### **4. Reception Admission (EYFS)**

Entry into the Reception class provides a natural progression from nursery or pre-school care to school learning. The School believes that happy children learn best and, as such, pastoral care and academic policies are structured with a focus on settling children quickly and positively into our environment. Initially there is a strong emphasis on practical activities and discovery based on the Early Learning Goals. This soon develops into a more structured day, where the aim is to provide a solid foundation in literacy and numeracy skills, whilst stimulating an interest in their place in and understanding of the local and international community: scientific discovery; languages; humanities; theology; technology; sports; personal social development; the arts; musical skills and theatrical appreciation.

The entry process for the Reception classes involves the entrants working in small groups and one-to-one with a teacher. In this informal environment, girls take part in a series of activities and tasks - practical, oral and written - which establish their aptitude, academic potential and whether they will be happy to settle into and learn in the Preparatory Department.

#### **5. Occasional Vacancies for Infants and Juniors**

Occasional vacancies may be available for entry into all other year groups (Year 6 at the start of Autumn term only). The MHSg admissions team should be contacted for current places and waiting list information. Applicants are invited to visit the School and spend time with their peers, working with a teacher on a one to one assessment involving reading, writing, mathematics and problem solving to assess academic potential. A school report is requested from the head teacher of the applicant's present school. Parents are contacted via telephone after the assessment to discuss feedback. This will be within two weeks of the assessment date.

#### **6. Remote assessments including those from overseas**

From time to time, assessments are requested from the parents of pupils residing overseas or in another part of the UK. In these circumstances the Registrar will liaise with the Head of the Preparatory Department to organise a remote assessment. For overseas assessments, depending upon the age of the child, this may require on-line assessments in Reading and Maths to be undertaken at an approved organisation, such as the British Council who will invigilate assessments on behalf of MHSg. The Head of Preparatory Department or other designated teacher may also meet with the pupil and their parents using Zoom, Teams or another video conferencing application, to engage the pupil in some 1-1 work and an informal interview. This is also an opportunity for parents to ask any questions they may have.

#### **7. Equal treatment for admissions procedures**

MHSg welcomes children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our 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, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.

#### **8. Disability and Special Educational Needs**

The School currently has limited facilities for those with disabilities. However, the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010, and the Special Educational Needs and Disability (SEND) Code of Practice (DfE July 2014) that came into force in September 2014, and was updated in January 2015. Reasonable adjustments will be made in order to accommodate the needs of applicants who have disabilities for which, with aforesaid reasonable adjustments, the School can cater adequately.

Policy reviewed January 2022. Approved by the Governor Academic Development Committee January 2022.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions process and, subsequently, take full advantage of the education provided at the School. Parents of a child who has any disability or special educational need should provide the School with full details prior to the admissions procedure.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs fully – including, consultation with parents about the adjustments that can reasonably be made to ensure that the application process is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made.

The School will do all that is reasonable to ensure that the application procedure, including information given to entrants, is accessible for disabled candidates; this would include making such reasonable adjustments as is necessary. For example, the School would be able to provide an examination paper in larger font for a visually impaired pupil.

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

## **9. Accessibility**

This policy can be made available in large print or other accessible format if required.

## **10. Financial Assistance**

There is no financial assistance available to support girls in the Preparatory Department.

## **11. Policy monitoring and review**

We are aware of the need to monitor the Department's Admissions policy, and to review it regularly, so that we can take account of developments in Codes of Practice, legal updates, or changes to the physical environment of the school. This policy will therefore be reviewed as part of the Governors' policy review cycle and new colleagues will be made aware of its principles.

- Original policy reviewed and rewritten by Emma Nash: September 2016
- Shared with Preparatory Leadership Team and amended: September 2016
- Shared with Preparatory Staff and Support Staff and amended: September 2016
- Approved by Governors: September 2016
- Reviewed by H. Mortimer October 2019
- Reviewed by S Gibbons January 2022. Reviewed and approved by the Governor Academic Development Committee January 2022