

**The Mill Hill School Foundation
Walker House, Millers Close, The Ridgeway, Mill Hill,
London NW7 1AQ**

**Mill Hill School
Belmont, Mill Hill Preparatory School
Grimsdell, Mill Hill Pre-Preparatory School**

Admissions Policy

**Independent Co-educational Day School for Pupils aged 3 to 18 years
and Boarding School for Pupils aged 13 to 18 years**

Effective September 2011

The Mill Hill School Foundation

The Foundation aims to provide excellence in education, to support pupils in the passage from childhood towards adulthood and develop in every pupil self-discipline, responsibility, spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others, pride in oneself and in one's achievements.

Admissions Policy

Authority and circulation

This policy has been authorised by the Court of Governors of The Mill Hill School Foundation [the 'Foundation']. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff.

Policy statement

The aims of this policy are:

To ensure compliance with the School's charitable purposes. The Foundation has a Christian ethos and is proud of its non-conformist traditions. The Foundation community is made up of children, parents, legal guardians, education guardians, members of staff and governors from many different races, creeds and background. The Foundation is a selective co-educational school for pupils aged 3 to 18 years

To identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of the school community. The School will only admit a child who has met the academic criteria.

Equal Treatment: The School welcomes children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of the 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. The School expects all of its pupils to attend its church services and school assemblies which are fundamental to the School's Christian ethos.

Disability, Learning Difficulty/Disability and Special Educational Needs: The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the *Equality Act 2010* in order to accommodate the needs of applicants who have learning difficulties/disabilities, physical or mental impairment disabilities as defined by the Equality Act 2010, including those with a Statement of Educational Need, for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known learning difficulty/disability, other disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any learning difficulty/disability, other disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

Similarly, if learning difficulties/disabilities, special education needs or other disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Pupils for whom English is an Additional Language

Pupils for whom English is an Additional Language are assessed for their standard of English on application to the School and are then re-tested on entry, to assess the level of EAL support they need. Their curriculum is then adapted to suit their needs and abilities. Lessons in EAL are offered to those pupils who need it, either in small groups or individually, as appropriate.

Procedures

Summary: The School's admission procedure is as follows –

Pupils will be considered as candidates for admission and entry to the School when the Registration Form has been completed and returned to us and the non-returnable registration fee paid.

Admission and entry will be subject to the availability of a place and the Pupil satisfying the admission requirements at the time. The School operates an equal treatment policy.

It is assumed that a Pupil will, subject to conduct and academic attainments, progress through the School and complete the Upper Sixth year at Mill Hill School. A Pupil who is moving from Grimsdell to Belmont School will be required to show an ability to do so through internal assessment and the advice of the Head of Grimsdell. A Pupil who is moving from Belmont School to Mill Hill School will be required to show an ability to do so through internal assessment and the advice of the Head of Belmont. Parents will be consulted before the end of the Lent Term if there appears to be any reason why the Pupil may be refused a place at the next stage of the School or if the Pupil is required to repeat a year.

Entry points: These procedures apply at the main points of entry: Nursery, Reception, 7+, 11+ and 16+ and also to candidates for occasional vacancies in any other year group.

Entry tests: These are stated in the entry procedure to each School.

Character reference: At entry at Nursery level a Report may be sought from the previous Nursery if appropriate. At other entry levels the Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interest, and any other special circumstances such as special education needs, or a disability. The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).

Candidate's age: Very occasionally, the School may offer places to pupils one year ahead or behind their standard year group, if the School considers, as a matter of professional judgement, that this would be in the best interests of the pupil and the School.

Admission to Grimsdell, Mill Hill Pre-Preparatory School

Nursery and Reception places at Grimsdell are offered according to date of registration with a balance of boys and girls and subject to an informal interview with the pupil and his/her parents. This interview will cover such matters as the child's development, nursery or playgroup experience if applicable and any special needs. The child will be observed at play to assess his/her speech, use of vocabulary, coordination and ability to listen and respond bearing in mind the child's age and stage of development. A report may be sought from his/her previous Nursery if appropriate.

During the Nursery year pupils are assessed and monitored. It is expected that a pupil will progress into Reception and through the school. A pupil who is moving from Nursery to Reception will be required to show an ability to do so through internal assessment and the advice of The Head of Grimsdell and the Nursery staff.

Occasional Year 1 and 2 places at Grimsdell are offered subject to an informal interview as described for entry at Nursery and Reception level and an assessment of the child. The assessment will consist of the observation of the child in class for a morning when he/she will be given a Maths and English exercise to complete and a reading test. A recent report will be sought from the child's present school.

Admission to Belmont, Mill Hill Preparatory School

The main entry points to Belmont are Year 3 (7+) and Year 7 (11+).

Entry to Year 3

Places are offered to boys and girls after the child has been interviewed, undertaken a written assessment and the School has received a confidential reference from the child's Head Teacher. The interview consists of a general discussion about hobbies and interests with an experienced member of staff and includes a reading test. The children will also be assessed on their vocabulary, ability to listen, concentrate and interact socially with their peers.

The written assessment tests their ability to write a short piece of prose with correct spelling and punctuation. The assessment of mathematical ability is at an age appropriate level and includes topics covered at Key Stage 1 of the National Curriculum.

Entry to Year 7

As described for entry at Year 3, places are allocated to boys and girls after interview, written assessment and a confidential reference has been received from the child's Head Teacher. The group interview with 2 different members of staff includes reading, mental mathematics, hobbies and interests and a discussion on current affairs or other topics of interest. The children are assessed on their ability to comprehend a piece of text, reason, speak clearly and listen to others, and show an interest in the world around them. The written assessments are formal and include English, mathematics and verbal reasoning papers.

Places at other ages occasionally become available. Assessment follows the same procedure as described above, the written papers and the depth of interview being adjusted according to the age of the candidate.

It is assumed that once admitted to the School, a child making normal progress and with a record of good behaviour, will move through the Foundation. Internal assessment takes place at regular intervals and the parents of a child whose progress gives cause for concern will be informed. Occasionally parents may be advised that transfer to the senior school is not in the child's best educational interests and in this circumstance the School would help parents find an alternative school.

Admission to Mill Hill School

Entry to Fourth Form (13+, Year 9) and to the Remove (14+, Year 10)

Once registered, candidates are invited to attend interviews and will also need to sit the School's entrance examinations English, Mathematics, Science and French. Candidates who have not previously studied French may be excused the requirement to sit this paper, and parents of such applicants should contact the School to discuss the matter at the time of their application. The School also requests a confidential reference from the child's present school which the School will use, together with the interview and examination results, as the basis on which to decide whether the School can offer a child a place or not.

Entry to Sixth Form (Year 12)

Once registered, applicants resident in the UK are required to come to the School for interviews (normally, one with the Headmaster and/or a Deputy Head together with subject-specific interviews with other members of staff). The School also request a confidential reference and the most recent two sets of reports from the child's present school which the School will use, together with the interview and predicted GCSE results (if being sat), as the basis to decide whether the School can offer a child a place or not. Offers to enter the Mill Hill Sixth Form are conditional on achieving a minimum of 2 A grades and 3 B grades at GCSE plus C grades in English and Mathematics at GCSE (or international equivalent). In addition, each AS subject has its own specific GCSE grade requirement; these are set out in the Sixth Form Curriculum Guide.

For overseas students, candidates intending to take AS courses in any of Mathematics, Biology, Chemistry or Physics are normally required to sit examinations in these subjects. In addition, candidates for whom English is an Additional Language are required to sit an English examination. The School may sometimes require a candidate to sit an examination in another proposed AS subject, where the School feels this is necessary to assess their application effectively.

Interviews: These are of two kinds -

General interviews: In all cases there will be a general interview to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the school.

Subject interview: At 16+ there are usually subject-specific interviews to assess a candidate's academic ability in particular subjects. Candidates for Art will normally be asked to submit a portfolio of their work. Candidates for Music and Drama will be expected to audition. Details will be given prior to interview.

Special circumstances: The School recognises that a candidate's performance may be affected by particular circumstances, for example -

If he/she is unwell when taking tests or has had a lengthy absence from his/her school;

If there are particular family circumstances such as a recent bereavement;

If there is a relevant educational history, for example education outside the British system;

If the candidate has a disability or specific learning difficulties;

If English is not the candidate's first language.

In any of these cases, the School may request further information such as a medical certificate or educational psychologist's report and any associated correspondence or details from the pupil's current school (including samples of work) or any family history of dyslexia, as the School considers necessary to make a fair assessment.

Disclosures: Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, physical and mental impairment disabilities, learning difficulties or disabilities or special educational needs.

Additional factors: The Schools are oversubscribed. If the School has to decide between two or more candidates who meet the School's admission requirements after all appropriate allowances and special consideration has been given, the School may give preference to:-

A child who already has a brother/sister in the school or whose parent is a former pupil of the Foundation;

A child whose parent is a current member of the School staff;

A child with a particular skill, talent or aptitude.

Last review: 15 February 2011 by the Academic Committee
