

Enrolment Policy and Procedures

Revised: February 2021

For review: December 2021

ENROLMENT POLICY

INTRODUCTION

Meriden is an Anglican School for Girls in Strathfield, Sydney, NSW. Education is offered for girls in Pre-Kindergarten to Year 12. Meriden School operates across three campuses, all in close proximity, with one Principal and one governing Council. The three campuses are: Meriden Lingwood Campus (Pre-K and K), Meriden Junior School (Years 1 to 6) and Meriden Senior School (Years 7 to 12).

Meriden may accept students whom the School believes can best be assisted by the School. Some preference may be given, if the Principal deems it appropriate, to siblings of present students or children of past students and staff.

Meriden has a school community characterised by warm and positive relationships where pastoral issues are addressed on an individual basis with the interests and well-being of the girl/s as the priority. This is a vital and key feature of our School culture and one we actively seek to nurture and promote. It is important, therefore, that families joining Meriden understand, appreciate and contribute to this positive culture. The Meriden Parents' Charter has been developed to assist parents/legal guardians to understand the School's reciprocated expectations of parents (Appendix 1).

While this policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered, in which cases the Principal will be responsible for taking appropriate courses of action.

LEGISLATIVE FRAMEWORK

Various Acts of the Australian and New South Wales parliaments make it unlawful to discriminate against a person on the grounds of their disability, sex, race or creed by refusing to enrol them at the School. The School accepts its obligations under the *Disability Discrimination Act 1992* (Cth) and the Disability Standards for Education 2005. Exemption is granted under the various Acts, for Meriden to operate as a girls' school from Kindergarten to Year 12.

Privacy legislation requires the School only to collect and store information about a prospective or an enrolling student that is relevant to the primary purpose for which the School requires that information, i.e. the education of a student.

INFORMATION EXCHANGE

In accordance with current legislative requirements, information regarding matters related to student / child safety, welfare or wellbeing, may be shared between appropriate prescribed bodies (Government and non-government) involved in the care of children or young people. This information may pertain, for example, to current or past employees or students of the School.

The School is committed to fulfilling its obligations under the law in its enrolment policy.

DEFINITIONS

Throughout this policy, unless the context requires otherwise:

- 'parents' include legal guardians or any other persons who have applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.
- 'disability' – see Appendix 2
- 'Principal' includes the Principal herself or a person appointed by the Principal to carry out a function on behalf of the Principal.
- Meriden School includes all three campuses of Meriden: Lingwood Campus, Junior School and Senior School.
- With due consideration to privacy, all information, files and records pertaining to each student's progress through the three campuses of Meriden School are available to relevant staff across the School as relevant to the conduct of the student's schooling.

ENROLMENT PROCEDURES

Step 1: Initial inquiry and information package

The Registrar will receive the initial inquiry. The Registrar will send to every inquirer, as appropriate, the following information:

- Covering letter
- Prospectus
- Application for Enrolment form
- Terms of Enrolment
- Terms of Enrolment Addendum for International Students (for international student enquiries only)
- Schedule of Fees
- Schedule of Fees for International Students (for international student enquiries only)
- Outside of School Hours Care leaflet
- 'Why a girls school?' brochure
- Open Mornings flyer
- Academic Highlights brochure
- Music Highlights brochure
- Strategic Plan
- Whatever optional documents that have been ascertained as appropriate.

If parents/legal guardians wish to proceed, they should contact the Registrar.

Step 2: Open Mornings

Opportunity is provided for tours of the School and the acquisition of general information through "Open Mornings" held three times per year, as advertised through school and media publications.

In addition, the School Registrar will provide a general introduction to and tour of the School if desired. No offer of a place is made at this time; any offer is made at Step 7.

Step 3: Application for Enrolment

In order to lodge an application for enrolment, the following will be lodged with the Registrar:

- the Application for Enrolment form (which includes signed authorisation to contact the child's previous School/s and child's doctor/s and a signed undertaking to furnish the School with all details, under the terms of privacy legislation, relevant to the child's education and wellbeing).
- The Application for Enrolment form must be signed by both of the child's parents/legal guardians. Exemption may only be granted by the Principal, in rare and extenuating circumstances. In this case further supporting documentation and/or evidence may be required.
- a non-refundable Application Fee of \$250.00, subject to change.
- a copy of the most recent school report (or, where appropriate, preschool/early childhood report), including the applicant's school attendance record. Alternatively, the school attendance record may be provided as a separate, verified report. A history of poor school attendance may jeopardise a girl's enrolment at Meriden.
- copy of NAPLAN results (where applicable for Years 3,5,7 and 9)
- proof of citizenship or permanent residency in Australia (if not born in Australia) for the student and their parents/legal guardians
- Birth Certificate or passport, as all enrolment details – age, name, gender, biological parents, place of birth – need to be consistent with the Birth Certificate/Passport details. A certified copy or original needs to be sighted prior to interview.

- Immunisation Certificate from Medicare Australia or equivalent - a copy prior to interview. Immunisation records from overseas countries must be translated into English and authorised by a public notary or Justice of the Peace (JP). These records need to then be passed onto a General Practitioner to transfer the immunisations records onto an Australian Immunisation Register (AIR) – Catch-up Schedule. Once these immunisation records are transferred to the Catch-up Schedule, a copy of the Catch-up Schedule is to be provided to the School.

Parents/Legal Guardians are required, in good faith, to provide the School with all information relevant to their child's development and enrolment in the School. A letter informing the parents/legal guardians of the School's placement of the child on the list of prospective applicants will be sent by the Registrar, with a request for the following documents as applicable:

- an assessment of English proficiency for students who have been educated in a language other than English (see NESB section)
- a certified copy of any relevant family court orders or parenting orders (if there are no court orders or parenting orders in place, the parents are required to provide a Statutory Declaration that is signed and witnessed outlining each parents' responsibilities), for example:
 - parenting arrangements
 - living arrangements for the child/ren
 - who will be responsible for paying all School related fees
 - drop-off and pick-up arrangements for the child/ren
- copies of any psychometric report or any other report relating to the social, emotional, behavioural, educational, medical or physical development of the child.

In the case of international applicants, additional information or documentation may be required, including but not limited to:

- family census information
- Meriden 'Welfare Provider' form
- domiciliary and care arrangements
- visa approval grants (including parent/legal guardian)
- current Confirmation of Enrolment/s (eCoE/s) and Confirmation of Appropriate Accommodation/Welfare Arrangements (CAAW's) (if applicable)
- English language test from Australian Education Assessment Services (AEAS) or IELTS.

The Registrar will then pass all documents, along with any recommendation or comment, to the person responsible for conducting any enrolment interview. The Registrar should keep and file a copy of each document. Files may be stored electronically.

Step 4: Child entered on Applicants' List

The Registrar is responsible for maintaining the documents necessary for the Applicants' List for entry to the School. A child's name may only be entered on the List when all the information outlined above has arrived at the School. A child will only be entered on the Applicant List at their appropriate year level of entry, as determined by the School.

In some instances, an applicant may need to be placed on a waitlist when there are no places available. Waitlists are kept with the Registrar.

Step 5: Enrolment Application Assessment Process

As part of the assessment process, the School will thoroughly assess the student's application and may ask the parents/legal guardians to provide more information about the child and his/her schooling.

Where a child has declared education support needs or a disability, or where other information has come to light indicating a possible need for support services, the School may make an initial assessment of the child's needs. In addition, the Principal may:

- require the parents/legal guardians to provide current medical, psychological or other reports from specialists outside the School;
- obtain advice from other independent bodies such as the Association of Independent Schools (AIS), and AIS representatives may be involved in subsequent interview processes.

In the case of a student with a disability, a thorough, individual planning process will be undertaken as appropriate, to determine the needs of the student and the School's capacity to address these needs (Step 6b).

Any assessments or reports required from non-school personnel will usually be at the parents' expense.

In considering all prospective enrolments, and as authorised by parents/legal guardians in the enrolment application, the Principal may elect to contact:

- the Principal of the child's previous School/s to confirm information pertaining to the child;
- any medical, professional or other personnel considered significant for providing information pertaining to the needs of the child.

In the case of wilful misconduct, illegal activities or strong anti-social behaviour that indicate that the child's enrolment is likely to be detrimental to other students, the staff or the School, notwithstanding that the child be a sibling of a current student, the Principal may decline to proceed any further with the enrolment process. Similarly, the on-going enrolment of a child already attending the School may be jeopardised as a result of such behaviour.

The School reserves the right not to offer any child a place in the School or to defer the offer of a place at the School at its absolute discretion but particularly when the parents/legal guardians, having been aware of the child's specific educational needs, decline to declare those needs or withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents/legal guardians have not declared or have withheld known information or reports pertaining to their child's needs or schooling. This information is conveyed to parents in the letter informing them of the placement of their child on the prospective Applicants' List.

After a child has been entered on the prospective Applicants' List, if the Principal decides to go ahead with the application, the School will ask the student and parents/legal guardians to proceed with the School's interview process.

Step 6a: Interview Process

The interview process for Pre-Kindergarten will usually be conducted by the Pre-Kindergarten Coordinator, for Junior School places (K -6) will usually be conducted by the Head of Junior School, and for Senior School places by the Principal, or her delegate. As part of the interview process, an interview will be conducted with the child and both parents/legal guardians present, wherever possible. In addition, student applicants will be assessed by school staff to ascertain their learning needs and their readiness for Meriden programs.

At this stage, further reports or assessments may be required of any applicant, to enable the School to fully understand the child's development and/or associated needs.

At the discretion of the person interviewing, and only if considered necessary to explain financial arrangements, an on-the-spot interview might take place between parents/legal guardians and Head of Operations.

Step 6b: Individual Planning Process – as required

Where information obtained by the School indicates that the child has a disability, the Principal or her delegate, will seek to understand the exact nature of the child's needs and the strategies, adjustments and modifications required to address these needs.

An individual planning process will be undertaken and may involve:

- a request to parents/legal guardians for further information, reports or assessments, regarding any aspect of the child's development
- an independent assessment of the child by external or in-School services
- interview/s and consultation with the parents/legal guardians and/or child and other professionals involved with the child, together with representatives of the School, usually including the AIS
- advice from other independent bodies such as the AIS, RIDBC
- the development of a detailed plan in relation to the child's possible enrolment, education and support needs within the School and the projected adjustments required to enable the child to access all areas of the curriculum and overall school program, and considering the future years of possible enrolment.

Having obtained this information, the Principal will determine whether the child, if enrolled, would require services or facilities that are not required by students who do not have the child's disability. Where the Principal determines that the child would require such services or facilities, the Principal will determine whether enrolling the child would impose unjustifiable hardship on the School. In making this assessment, the Principal will consider all relevant circumstances in the case including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the school, the child, the family of the child, and the School community); and
- the effect of the disability of the child; and
- the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

In consideration of all available information, the Principal will make a decision regarding the child's enrolment. Every effort will be made to complete the application process in a timely and consultative manner.

Step 7: Written School Offer and Acceptance

At the satisfactory conclusion of the assessment and interview processes, the School may make an offer to the parents/legal guardians to enrol the child, which includes a copy of the Terms of Enrolment and Parents' Charter. At this point, an offer of enrolment is made.

To accept the offer, the parents/legal guardians must, within two weeks of receiving it, deliver to the School:

- the signed Acceptance of Offer form
- all required documentation
- the non-refundable Enrolment Fee

Failure to reply within the required time is likely to result in the position being offered to another family.

Additional places at the School will not be offered to families with outstanding debt.

Step 8: Provision of further information desirable under the terms of privacy legislation for the student's education but not terms of enrolment.

At the beginning of each school year, each student will be issued with forms such as the following, to be returned within one week (these forms will be completed by parents/legal guardians via an on-line portal):

- photograph permission form
- generic excursion form
- student data form
- medical form
- movement between campuses form and others as required (for Pre-Kindergarten and Junior School only)
- Ministerial Council for Education, Employment and Youth Affairs (MCEETYA Data)
- any other forms as appropriate.

ENROLMENT REQUIREMENTS FOR NESB STUDENTS

International students whose first language is not English will be required to sit an English assessment.

Requirements apply for Non-English-Speaking Background (NESB) students applying to enter Meriden.

Meriden is a diverse school, and it warmly welcomes students from non-English-speaking backgrounds (NESB).

Meriden is also a high-achieving academic school whose students are able and aspirational. To achieve in Meriden's fast-pace learning environment, students enrolling at the School need to have a suitable level of English literacy skill. Therefore, students entering Meriden need to show evidence of having reached a suitable level of skill in English literacy.

Procedures

There are no literacy pre-requisites for NESB students wishing to enter Meriden from Pre-Kindergarten to Year 3.

NESB students wishing to enrol at Meriden from Year 4 – Year 12 must meet the following literacy levels through the Australian Education Assessment Services (AEAS) or the International English Language Testing System (IELTS).

All costs associated with the AEAS or IELTS are too be paid by the parents/legal guardians.

Year	AEAS	IELTS
*4	≥30	N/A
*5	≥35	N/A
*6	≥40	N/A
7	≥61	Band 5.5
8	≥61	Band 5.5
9	≥71	Band 6.0
10	≥81	Band 6.0
11	N/A	N/A
12	N/A	N/A

* Those applicants for Years 4 and 6 who do not meet the literacy pre-requisites set out in the table above will not be refused enrolment on this criteria alone. However, if such a student is offered enrolment at Meriden, the parent/legal guardian will be required to pay, prior to their commencement date, an additional one full term's tuition fee. This fee provides for intensive English language instruction, provided by the School, over the coming academic year.

NOTES:

1. Evidence of the appropriate level of literacy will be required prior to enrolment at Meriden and the School reserves the right to administer its own English assessment to determine entry eligibility into Meriden.
2. Exemptions to requirements for NESB students may be granted to students who live in an English-speaking country and have studied in an English-speaking school for at least 12 months.
3. Students enrolling at Meriden under certain specific programs may be exempt from this policy at the discretion of the Principal.

In addition, students who are permanent residents or citizens of Australia and have been studying in another country for more than 12 months are required to sit the Australian Education Assessment Services (AEAS) or the International English Language Testing System (IELTS).

PROVISIONAL ENROLMENT OFFER

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents/legal guardians or the Principal may terminate the enrolment. In such circumstances, school fees may be adjusted to cover the period of enrolment only.

Provisional enrolment must not be offered to a child in relation to that child's disability, although it may be offered on other grounds in relation to that child.

DEFERRAL OF PLACES

Deferral of a place to a later year of entry is subject to availability, regardless of status of enrolment. A paid enrolment fee does not guarantee a place in the deferred year of entry. The student will be placed back on the application list.

HOLDING OF PLACES

If a period of absence from the School is sought, the student's place will be held provided:

- school tuition fees are maintained for the period of absence, and
- the enrolment continues to be eligible to attract government funding, and
- there are no existing debts to the School at the commencement of the period of absence.

Tuition fees paid during a period of absence will not be credited on the return of the student to the School.

Holding of places at the School are at the discretion of the Principal.

RE-ENTRY OF A STUDENT WHO HAS BEEN WITHDRAWN FROM THE SCHOOL

If a student is withdrawn from the School, a place may be available in a later year provided:

- a vacancy exists, at the time of re-entry, in the year for which a position is requested, and
- a payment is made equal to the difference between the non-refundable enrolment fee paid upon the original entry of the student and that payable at the date of re-entry, and
- there are no existing debts from the previous time at the School.

All re-entry applications are at the discretion of the Principal.

WITHDRAWAL OF ENROLLED STUDENTS

A full school term's notice in writing, or the payment of fees in lieu, is required for withdrawal of enrolled students. A full term's fees will be charged in lieu of such notice.

SCHOOL ENTRY AGE

Students entering Pre-Kindergarten will have turned 4 years of age by May 31 of their year of entry into Pre-Kindergarten.

Students entering Kindergarten will have turned 5 years of age by May 31 of their year of entry into the Junior School.

Some flexibility may apply to Kindergarten applicants whose birthdays fall early in June and additional assessment for entry may be conducted through the Junior School.

Year One to Year Six

The usual cut off for entry into Year 1 to Year 6 is for girls whose birthdays fall before the end of May in their year of commencement. The class placement of girls who are transferring between schools, and whose birthdays fall after May, will be at the discretion of the Head of Junior School in consideration of the student's needs.

Senior School

The Public Education system has a different cut off for entry (end of July in year of commencement) than Meriden. It is recognised that there will be girls joining Meriden in Year 7 whose birthdays fall after May in their year of commencement. These girls have always been accommodated.

The placement of girls who are transferring between schools or seeking entry to Meriden after Year 8 will be at the discretion of the Principal or Head of Senior School.

EARLY ENTRY PROCEDURES (Appendix 3)

Applications for Early Entry must progress through all the usual processes of application for enrolment in Meriden, but in addition must be referred to the Head of Junior School who will oversee the application in accordance with the School Early Entry procedures. Further information may be obtained from the Registrar's Office.

MOVEMENT OF STUDENTS TO THE JUNIOR SCHOOL FROM PRE-KINDERGARTEN

Following completion of Pre-Kindergarten programs, girls (only) enrolled at Pre-Kindergarten may progress to the Junior School at the Principal's discretion.

Prior to entry into the Junior School the following steps apply:

- Records and reports from Pre-Kindergarten will be passed to the Junior School for each student
- Each girl and both her parents/legal guardians, wherever possible, may be interviewed by the Head of Junior School or Senior Staff member of the Junior School
- An extract of the Junior School Planner and other relevant documentation is available upon request to each Pre-Kindergarten family, outlining various operating policies and procedures of the Junior School.

ASSESSMENT OF NEW STUDENTS – JUNIOR SCHOOL

School assessments will be undertaken for all students entering the Junior School, at any year level, in order for girls' individual educational and general needs to be identified and addressed within the school context. Such assessments may take place either prior to entry to the School or soon after.

MOVEMENT OF STUDENTS – SENIOR SCHOOL

Girls in Year 6 will progress to Year 7. All Year 6 girls are required to sit a Learning Assessment prior to entry into Year 7 to identify academic weaknesses and to assist with class placement. Late enrolments may also be required to sit a Learning Assessment.

Current Year 10 students may be required to attend an interview with the Principal or the Head of Senior School prior to entry into Year 11.

Students in Year 10 will complete a Passport to Senior Studies Program prior to commencing in Year 11.

REGISTER OF STUDENTS' ENROLMENTS

The Register of Enrolment includes the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/legal guardian(s)
- emergency contact details
- date of enrolment and, where appropriate, the date of leaving the School and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation

- where the destination of a student below seventeen (17) years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parent(s)/legal guardian(s) names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents/legal guardians or student
- medical, psychological, social and emotional reports
- court or parenting orders
- immunisation records

Archiving of student enrolments

The Register of Enrolments is to be retained for a minimum period of five (5) years preceding the current date before archiving. This process is overseen by the office of the School Registrar.

Parents' Charter

Meriden values the partnership that exists between the School and the home. Students whose parents support the values, ethos and policies of the School benefit from this support and are more likely to thrive at Meriden.

By the time a girl leaves Meriden at the end of Year 12, it is hoped that she will be a:

- Confident, articulate and responsible leader
- Aspiring and academic achiever
- Well-informed and critical thinker
- Well-rounded and resilient team-player
- Creative innovator and collaborative problem-solver
- Compassionate, healthy and optimistic global citizen
- Woman of integrity, appreciative of the Christian faith.

By enrolling their daughters at Meriden, parents are committing to developing a positive partnership with our School through their:

Commitment to education

- sending their daughters to School each school day unless the girls are unwell
- sending their daughters to School each day in complete school uniform
- working positively and openly with school staff, thereby fostering a spirit of goodwill and cooperation.

Thoughtful actions

- behaving ethically and thoughtfully when attending school functions
- displaying exemplary sportsmanship at all sporting functions
- supporting the discipline policy of the School and its code of conduct
- keeping the School informed of any relevant changes to the girls' personal circumstances involving contact details and medical issues.

Loyalty to school

- representing the School positively in public forums, either formally or informally
- paying school fees in a timely manner
- contributing, where possible, to the school community.

APPENDIX 2

Disability Discrimination Definition – *Disability Discrimination Act 1992 (Cth) (DDA)*

Section 4(1) of the DDA defines 'disability' as follows:

disability, in relation to a person, means:

- (a) total or partial loss of the person's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the person's body; or
- (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

APPENDIX 3

PROCEDURES FOR EARLY ENTRY, GRADE REPETITION OR ACCELERATION, AND SPECIAL NEEDS

These procedures in relation to the Pre-Kindergarten, Kindergarten and Years 1 to 6 students, supplement the Meriden Enrolment Policy and should be read in conjunction with the Enrolment Policy. The following areas are covered within the document:

1. School Entry Age
2. Early Entry to School
3. Transfer into Years One to Six
4. Grade Repetition or Acceleration
5. Special Needs and Gifted Education: Learning Enrichment

SCHOOL ENTRY AGE

Students entering Pre-Kindergarten will have turned 4 years of age by May 31 of their year of entry into Pre-Kindergarten.

Students entering Kindergarten will have turned 5 years of age by May 31 of their year of entry into the Junior School.

Some flexibility may apply to students whose birthdays fall early in June, subject to interview and assessment of the student by the School.

EARLY ENTRY TO SCHOOL

Early Entry to Pre-Kindergarten, Kindergarten or Year One

Applications for Early Entry into Pre-Kindergarten, Kindergarten or Year One, must first progress through all the usual processes of application for enrolment at Meriden, but in addition must be referred to the Coordinator of Pre-Kindergarten (for Pre-Kindergarten Applicants) or the Head of Junior School (for Kindergarten and Year 1) who will oversee the application in accordance with the School's Early Entry procedures and processes.

In the case of children with unusually advanced learning abilities, it is possible to apply for early entry either into Pre-Kindergarten, Kindergarten or directly into Year One, under the School's early entry provisions.

Under the provisions of early entry, children who have:

- turned four by 30th November in the year of their enrolment in Pre-Kindergarten School
- turned five by 30th November in the year of their enrolment in Kindergarten
- turned six by 30th November in the year of their enrolment directly into Year One, may be considered for early entry in accordance with the School's conditions and procedures.

The need for early entry to school is likely to occur only in a very small percentage of the population, and will only be available to those students whose professionally assessed intellectual abilities fall in the "superior range", and who demonstrate appropriate English language skills and school readiness.

In the case of Kindergarten applicants who turn five by 31st July, the School may conduct initial assessments of the child and may then require parents/legal guardians to provide an educational psychologist's assessment. For those beyond 31st July, a full psychometric assessment conducted by a suitably qualified, educational psychologist must be provided to the School by the child's family. Alternatively, it may be possible in some cases, for the School Psychologist to conduct the assessment and provide a brief report to parents/legal guardians.

The School, in view of best serving the child's needs, will then make a decision regarding enrolment, through the Learning Enhancement Committee, in consultation with parents/legal guardians.

The final decision regarding acceptance or deferral of the enrolment will be made through the Learning Enhancement Committee, in full consultation with the Head of Junior School.

Early Entry Application Process

Initial inquiry

All of Meriden School's applications for enrolment procedures apply in the usual manner to applications for early entry and must be completed prior to application for early entry.

Following the completion of application for enrolment through the School Registrar, all inquiries regarding early entry will be directed to the Head of Junior School, via the Junior School Office.

Age

The age of the early entrant will be verified as being within six months of the standard entry age for the grade for which entry is sought. An original birth certificate or passport will be sighted.

Psychometric Assessment

A comprehensive psychometric assessment and supportive recommendation from a suitable, registered educational psychologist will need to be supplied to the School by the applicant's parents or guardians. In addition to the child's academic aptitude, consideration will be given to factors such as social, emotional and physical development, and English language skills.

Reports

Reports will be required, where possible, from the child's pre-school or day-care centre etc. and, if appropriate, from the child's medical doctor or other professional service providers. The School may call to speak with the child's pre-school or day-care centre.

Pre-School Visit

Teachers from Meriden may visit and observe the applicant in his/her pre-school or similar environment.

Pre-enrolment Visits and Assessment

The applicant will be required to attend Meriden School for one or several sessions for observation, interview and more formal assessment.

Parent/Legal Guardian Interview

Parents/Legal Guardians are able to supply extremely valuable information regarding their children, and an interview with parents/guardians and members of our teaching staff will be arranged.

Learning Enhancement Committee

Recommendations regarding the child's early entry application will be made by the Learning Enhancement Committee, which consists of suitably qualified and experienced staff members. In all cases, recommendations will be made in accordance with what is considered to be in the best interests of the child concerned, within the context of our School.

Review Process

Each early entry placement is reviewed by the Learning Enhancement Committee after six weeks, or earlier depending upon need. At this time, recommendations will be made concerning the continuation or otherwise of the early entry placement. If it is found that the placement is unsatisfactory in terms of the child's or the School's needs, the School reserves the right to discontinue the student's placement and defer it until a later time, usually the following year.

Subsequent reviews will be conducted as necessary, in particular, as the student nears the end of the school year, and in consideration of grade or class placement in the following year. It is expected that the child will continue to progress through the school at the usual rate. However, sometimes, extenuating circumstances may necessitate a revision of this progress.

TRANSFER INTO YEARS 1 TO 6

The usual cut off for entry into Year 1 to Year 6 is for girls whose birthdays fall before the end of May in their year of commencement, in accordance with the age of their respective year group.

The class placement of girls who are transferring between schools, and whose birthdays fall after May, will be at the discretion of the Head of Junior School. The placement of girls will depend upon their cognitive abilities, the standard of their previous academic performance, English language skills, and social and emotional development.

Girls whose birthdays fall after 31st July in their year of commencement, in accordance with the age of their respective year group, and who are seeking admission into Meriden between Year 1 and Year 4, should have assessed, cognitive abilities at least in the “superior range”.

The School will conduct assessments for students transferring from other Schools and may recommend grade repetition for girls for whom it is considered detrimental to enter a particular grade at a younger age than the cohort. Such recommendations will be made by the Junior School’s Learning Enhancement Committee, in consultation with parents and the student concerned.

For girls whose birthdays fall after July, and who are seeking entry in Year 5 or Year 6, social needs will be considered in conjunction with academic needs. This is to consider the potential impact on an older child of grade repetition.

GRADE ACCELERATION OR REPETITION

From time to time, parents/legal guardians request grade repetition for their child. Whilst this is not usually the School’s preferred option, individual needs will be considered and decisions managed by the Learning Enhancement Committee, in consultation with parents/legal guardians, students and teachers. Parents/Legal Guardians may be required to supply the School with full psychometrics assessments from a registered educational psychologist; alternatively, such an assessment may be conducted by our School Psychologist.

Similarly, parents/legal guardians may request grade acceleration for their child. Applications for such accelerations are managed by the Learning Enhancement Committee and decisions are made, in consultation with parents/legal guardians, students and teachers. Parents/Legal Guardians will be required to supply the School with full psychometric assessments from a registered educational psychologist; alternatively, in some cases, such an assessment may be made by the School Psychologist.

Students will only be accelerated or repeated if this is believed, by the School, to be in the best interests of the child. The School will conduct relevant reviews and assessments as part of the acceleration or repetition process and further professional assessments may be required.

Following an initial six weekly review, or earlier depending upon need, recommendations will be made concerning the continuation or otherwise of the current grade placement. If it is found that the placement is unsatisfactory in terms of the child’s or the School’s needs, the School reserves the right to discontinue the student’s placement and enable the student to return to their original grade level.

Subsequent reviews will be conducted as necessary, in particular, as the student nears the end of the school year, and in consideration of grade or class placement in the following year. It is expected that the child will continue to progress through the School at the usual rate. However, sometimes extenuating, circumstances may necessitate a revision of this progress.

Teachers must refer any decision relating grade acceleration or repetition to the Head of Junior School and the Learning Enhancement Coordinator in the first instance, prior to discussion with parents. It is expected that matters relating to grade repetition or acceleration will be raised well within the first semester of the particular year.

Final decisions regarding these matters will be made in full consultation with the Head of Junior School.

SPECIAL NEEDS AND GIFTED EDUCATION: LEARNING ENRICHMENT

Our staff endeavour to differentiate the curriculum effectively to meet the needs of all students, including those with particular needs or abilities. To this end, for learning enrichment programs with the Junior School, Meriden currently employs:

- a Learning Enhancement Coordinator, who also oversees Gifted Education;
- a School Psychologist, part time;
- a Learning Support teacher;
- an EALD Teacher (English as another Language or Dialect) and
- Teacher aides

For students seeking enrolment into Meriden School it is both vital and required that parents/legal guardians discuss in full any special learning needs or abilities of their child at, or prior to, the initial interview and provide any appropriate reports to the school for consideration.

Parents/Legal Guardians of enrolled students are urged to discuss as early as possible the special needs of their child, with the class teacher and the Learning Enhancement Coordinator, Learning Support or EALD teachers, as appropriate. These teachers may assist in the identification of students with particular needs or abilities through procedures such as: observation; parent/legal guardian and teacher interviews or checklists; assessment of work samples and use of teacher designed or standardised tests. Students may also be referred for further professional assessment should this be deemed necessary.

Whilst the class teacher is primarily responsible for students' education, support teachers may assist with programming for an individual or group of students; help select/provide appropriate student textbooks and teacher resources; assist with formation and outworking of ability groupings e.g. across-grade or stage; involve students directly in individual or group programs, depending upon the magnitude of difficulty or ability; and assist with staff training and the provision of teacher reference materials. The Learning Enhancement Coordinator may assist in the coordination of extra-curricular programs and activities such as enrichment courses, clubs and competitions.

A copy of any professional or psychological assessments completed by the child should be left at the Junior School Office for consideration by the Head of Junior School, Learning Enhancement Coordinator and other relevant teaching Staff.