

# **Admissions Policy**

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**Queen's College, Taunton**

March 2017 (v.4ii)

### **Scope**

This policy applies to the whole College.

### **Policy statement**

The policy of the College is:-

- To ensure compliance with the College's charitable purpose as an independent boarding and day school and its Methodist aims
- To establish selection criteria and procedures that are consistent with the College's charitable status and fair to all applicants
- To identify and admit those boys and girls whose academic and other abilities match the ethos and standards of the College and whose personal qualities suggest they have the potential to contribute to and benefit from the ethos and activities of the College community.
- To ensure that the College remains balanced and dynamic and in line with its inclusiveness, accessible to a broad social range.

### **Entry Points**

Entry may take place in any year, though not normally for years 11 or 13.

The College normally uses the 1st September birthday watershed for determining the applicant's eligibility for 11+, 13+ or 16+ entry. The College will need to be satisfied that an applicant whose age falls outside the normal age for a year group will be appropriately accommodated both academically and socially.

EAL pupils may be placed in the year behind their age cohort.

### **Admissions Procedure**

The College will write to parents of pupils registered at an appropriate point before entry to confirm details of the admissions criteria and also of scholarships available.

Applications for places in Junior School and below the Sixth Form in Senior School will be required to sit entrance tests in Mathematics, English and verbal reasoning, except for EAL pupils, or alternatively Common Entrance or equivalent at 13+.

Details of the College's entry tests are available from the Admissions Secretary.

For entry into the Sixth Form, candidates are required to have passed five subjects at GCSE grade C or above with preferably at least B grades in subjects chosen for Sixth Form study.

For all candidates a report on academic progress and potential for further study, together with details of conduct and of involvement in school life and activities and other learning needs, will be sought from the current school.

In the case of applicants for scholarships, and in certain other cases, an interview will also be required. The purpose of the interview will be to explore further whether the candidate fulfils the selection criteria.

Registered pupils are listed on the Admissions Register and data is categorised and recorded in full:-

- Name
- Gender

- Name and address of every person known to the College to be a parent of the pupil
- Emergency contact numbers
- Day, month and year of birth
- Day, month and year of admission/re-admission to the College
- Name and address of last school attended
- Boarder or day pupil

The Admissions Register includes all names of pupils from the first day it has been agreed by the College that the pupil will attend. Usually this is the beginning of the school year.

If registered at more than one school, a pupil's details will only be set as 'not in use' in College registers when the pupil has ceased to attend and gives consent; exceptions being in the case of death, exclusion or having no fixed abode.

When a pupil has not returned from absence, the College will undertake every reasonable enquiry to ascertain where the pupil is. Such a leave of absence usually exceeds 10 days. The College will not set pupil data as 'not in use' on the register unless the College considers that after 20 days the pupil has been continuously absent without consent. The College will ensure reasonable grounds for such consideration, taking into account the cause, eg sickness and unavoidable cause. If the pupil is detained in pursuance of a final court order or order of recall, the pupil will remain 'live' on the College register for a minimum of 4 months.

The above policy statement dovetails with the **Child Protection and Safeguarding Policy**, section 3.2:

#### ***Children Missing Education***

*3.2.1 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).*

*3.2.2 This will assist the local authority to: (a) fulfil its duty to identify children of compulsory school age who are missing from education; and (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.*

*3.2.3 The School shall inform the local authority of any pupil who (a) fails to attend School regularly, or (b) has been absent without the School's permission for a continuous period of 20 school sessions or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State), or (c) has been absent without the School's permission for 10 sessions within a 26 week windows*

*3.2.4 School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his/her welfare.*

#### **Scholarships**

A limited number of scholarships worth up to 25% of the fees (boarding and day) for a single award are available for entry at 11+, 13+ and 16+ for pupils with marked academic, musical, dramatic, artistic, sporting or all round ability and potential. Such awards are issued following panel review and are done so on merit.

### **Assisted Places/Bursaries**

In line with the College's aims and inclusive nature, a number of Assisted Places are available for pupils of limited means who have been offered a scholarship but still require financial support to attend the College.

Assisted Places have to be annually means tested using the Confidential Statement of Financial Circumstances, which can be obtained from the Admissions Office, and are subject to a specialist independent assessment.

Assisted Places differ from Bursaries in a number of ways. They are designed for new pupils who have been offered a scholarship and they are likely to be long term if the financial circumstances of the parents do not change.

Continuation of support through an Assisted Place will be part of the annual Bursary review process and is determined by the level of need and the funds available.

### **Responsibility for Admission**

The Head Teacher is responsible for admissions and for the operation of this policy. The selection criteria are determined and reviewed periodically by the Governors.

Documents supporting each application for admission, together with any selection and interview notes, will be retained by the College for at least one year, whether or not the applicant is offered a place.

### **Selection**

#### **Preconditions for admission**

The applicant is of an appropriate age and maturity.

The applicant enjoys sufficient general health to be able to attend lessons and participate fully in the life of the College.

Any suspected evidence of Learning Difficulties, family history of Learning Difficulties, medical and psychological reports relating to Learning Difficulties or other needs and disabilities, have been disclosed to the College, and that these needs can reasonably be met, and are, in the reasonable judgement of the Head Teacher, within the capacity of the College to help and encourage progress in learning without unreasonably affecting the progress of others. The College may require an educational psychologist's report.

The applicant's needs, including any disability, can be catered for reasonably within the classroom and in the College and generally to comply within the disability laws.

The College receives satisfactory reports from the applicant's present school as to matters of attitude and conduct on the part of the applicant and his/her parents.

The applicant and his/her family are comfortable with the Christian ethos and traditions of the College.

Fees (if applicable) at the present school have been paid in full.

#### **Academic criteria**

Satisfactory performance in the College's entrance tests or Common Entrance or equivalent at 13+ or five GCSE passes at grade C or above for Sixth Form entry

A positive recommendation from the Head of the applicant's present school.

### **Over-subscription**

In the event of the number of children registered for any year group exceeding the places available, the following will be taken into consideration:

- The results obtained in entrance assessments (where relevant);
- The presence of siblings within the School or requiring entry;
- The length of time the child has been registered for entry;
- References from previous schools including school reports.

The criteria for admission to the School apply equally to all children, regardless of disability, ethnicity or gender.

### **Special Educational Needs**

In order to comply with the College's Special Educational Needs and Learning Difficulties policies, there is a limit to the number of pupils with special educational needs who can be admitted to each year group.

### **English as an Additional Language**

In order to comply with the College's English as an Additional Language policy there is a limit to the number of pupils requiring EAL teaching who can be admitted to each year group.

Overseas pupils who come to Queen's College do so because they want to enjoy a British education and to learn English in a school in which the vast majority of pupils have English as their first language.

For overseas pupils the following additional admissions criteria apply:

- A good standard of written and spoken English appropriate for the year of entry and course applied for in line with the College's EAL policy; pupils are tested.
- A determination to use English as the language of learning and socialising whilst at Queen's College
- A satisfactory guardianship agreement

### **Equal Opportunities**

Queen's College adheres strictly to a policy of equal opportunities and encourages applications from candidates with as diverse a range of backgrounds as possible, irrespective of need. This enriches our community, in accordance with our ethos and College aims.

Financial support is offered in order to make it possible for as many applicants as possible who meet the School's admissions criteria to attend the School. Any bursarial applications are undertaken through a means tested process to allow a fair and audited approach to the allocation of charitable funding for bursarial support.

Queen's is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, disability, sexual orientation or social background. The School does not discriminate in any way regarding entry and welcomes pupils with special educational needs, providing our Learning Development Department can offer them the support they require to access the curriculum. We also welcome pupils with physical disabilities, provided that our site can accommodate them. We advise parents of children with special educational needs or physical or mental disabilities to discuss their child's requirements with the School at an early stage and before he or she sits an entrance exam. We can then fully understand the situation and make adequate arrangements to support the process.

The School discusses thoroughly with parents and their medical or educational advisors the adjustments that can reasonably be made for the child if he or she becomes a pupil at the School. Parents should provide a copy of an educational psychologist's report or medical report to support their request for any special arrangements when they register their child.

Queen's SEN Policy is available to all parents.

### **The offer of a place**

The parents of each applicant will be informed in writing whether a place is being offered or not.

### **Methodist Schools' Mission Statement**

Queen's College is one of 14 British schools which are managed by the Methodist Independent Schools Trust. The aims of the Methodist schools are:

- To be caring Christian family communities committed to the development of the full potential of each individual, having regard for their personal attributes in addition to their academic aspirations.
- To maintain high educational standards in all their academic, cultural and sporting activities, stimulating excitement in learning and requiring discipline in study whatever the ability of the child.
- To work with and in the communities they serve.
- To worship as Christians in the Methodist tradition; to uphold Christian values in practice as well as in theory and to make religious education a strong feature of the curriculum, whilst welcoming members of other faiths (and none) in a spirit of openness and tolerance.
- To encourage pupils in a critical examination of the standards and values current in society and to discover and develop a personal faith to guide them throughout their lives.

In addition, Queen's College aims:

- To be a centre of excellence for thinking and creativity (across all areas of school life), which provides a bespoke, individualised education, designed to meet the needs of every member of the community, irrespective of pastoral or learning need.
- To be a College at the forefront of educational research, leading it and sharing best practice with the local and the wider community.
- To develop thoughtful, confident, resilient young people who are able to take their place as leaders of society in the future, with the spiritual and moral fibre needed to do the right thing and the flexibility of mind and problem solving skills to be adaptable.
- To be a College where its education can be offered to anyone who would benefit from it locally, irrespective of their ability to pay – a College more affordable than you might imagine.
- To be a College which embraces people of different backgrounds and cultures, where international students from more suppressed political regimes can understand the true value of freedom of thought, expression and action.

<b>Effective date of the policy</b>	6 <sup>th</sup> March 2017
<b>CLG Responsible Member</b>	Lorraine Earps, Head Teacher
<b>Authorised by</b>	Board of Governors

**Signed**

Mark Edwards, **Chair of Governors**

**Date**

23<sup>rd</sup> March 2017