



# **KING EDWARD'S SCHOOL POLICY DOCUMENT**

**Title:    **WS Admissions Policy****

Policy Category	Admissions
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Application	Whole School
Responsibility	Head

## **GENERAL**

King Edward's School is a co-educational, independent day school for pupils from ages 3 to 19 years. The School is academically selective and welcomes applications from pupils of academic potential.

The main points of entry are into the Pre-Prep School, aged either 3 or 4; into the Junior School aged 7 or 9; or into the Senior School at age 11 or 16. Pupils do join the School at other ages, but this is dependent on places being available, as well as satisfying the entry requirements.

Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable in this process. We hold Open Events in all three sections of the School which give a general introduction to King Edward's and are also very happy to welcome prospective parents and their children at other times.

Selection for all applicants wishing to join the Senior School and external applicants to the Junior School is based upon academic merit and potential, which are assessed through an entrance examination, an interview at the School and references from the candidate's previous school. Our selection process is designed to identify pupils who are able to benefit from the balanced and well-rounded education at King Edward's and to make a positive contribution towards the broader life of the School.

The Head teacher at each school (Pre-prep & Nursery, Junior and Senior School) is responsible for decisions relating to the admission of pupils into their section of the School. Whether or not a place is offered rests with the respective Head teacher and their decision is final.

Entry to one section of the School does not guarantee progression to subsequent sections of the School. Existing pupils moving through Nursery to Pre-Prep to Junior undertake a programme of continual assessment to ensure that they are ready for progression to the next section of the School. Pupils moving from Junior to Senior School must take the same 11+ assessments as external candidates, whilst those wishing to enter the Sixth Form must satisfy the School's admissions criteria.

## **EQUAL TREATMENT**

The admissions procedure does not discriminate against any applicant on grounds of gender, sexual orientation, ethnic origin, race, colour, nationality, religious persuasion or disability. Indeed, the School seeks to embrace pupils from a wide range of backgrounds, and in particular, from different socio-economic groups; to this end, a Bursary Fund exists for pupils joining the Senior School to help to make King Edward's more accessible to as many families as possible.

## **SPECIAL NEEDS**

We welcome pupils with special educational needs and/or disabilities (SEND), providing that our Learning Support Department can offer them the support that they require and taking account of our obligations under the Equality Act 2010. We aim to ensure that all our pupils, including those with SEND, are provided with a safe and inclusive environment in which to learn.

The School's facilities for those with mobility or other physical needs are limited. Our Accessibility Plan is available on our website or on request.

Prospective pupils with SEND (or medical needs) requiring additional support and/or access arrangements are required to disclose their needs at the point of enquiry, to ensure that we can make such arrangements as are reasonably practicable to support participation in the admissions process.

Parents will then be invited to discuss their child's requirements with the School before they sit the entrance examination, so that we can make any reasonable adjustments and ensure adequate provision for the child and full and safe access throughout the site. If appropriate, the SENCo will meet the child during the admissions process.

Parents should provide a copy of an Educational Psychologist's report or a medical report or any other report from a specialist involved in the child's care or education and should disclose a referral made to such a professional (Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Paediatrician or other Specialist). We also ask for disclosure of any additional support that a child has received in a previous school or setting, either at a group (Wave 2 intervention) or individual (Wave 3/one-to-one intervention) level. We will discuss thoroughly with parents and, if appropriate, the child's medical advisers, the adjustments that can reasonably be made if the child becomes a pupil at the School.

Failure to disclose relevant information during the admissions process may lead to the subsequent withdrawal of the offer of a place. This is because the School needs all relevant information in order to properly assess the child's needs and ensure, for example, that the applicant will be able to access the admissions process and, if an offer of a place is later made, the education offered and so that that we are able to ensure their health and safety and the health and safety of others. The School may request such further information and associated correspondence from the pupil's current school that the School considers necessary to make a fair assessment regarding the School's ability to cater for an applicant's needs.

There may be exceptional circumstances in which the School is not able to offer a place for reasons relating to a child's SEND. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to fully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk.

## ALLOCATION OF PLACES

The school is academically selective and seeks to identify pupils with academic ability and potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, but also with interests that stretch beyond the confines of the academic curriculum.

When assessing pupils for entry, the School will consider:

- Reports and references from the child's current school
- Results obtained, or predicted to be obtained in (I)GCSE's (Y12), Entrance Examinations (Y3+) or successful completion of taster sessions (Nursery and Pre-Prep)
- An interview with Senior Staff (Y3+)
- Special gifts and talents

### Over-subscription criteria

Where the number of applicants who meet the criteria for entry exceeds places available, the school may also consider other factors (in no particular order):

- Presence of siblings at the School or requiring entry
- Children of staff members
- Children of Old Edwardians
- Date of registration

Entry to King Edward's School, in particular the Junior and Senior sections, is via a competitive admissions process. It is important to note that the availability of places outside the main entry points is likely to be very limited. An invitation to apply for a place at the School does not guarantee that a place will be offered.

## THE ASSESSMENT PROCESS

### Pre-Prep School

Before a child joins the Pre-Prep and Nursery, the Head aims to meet with parents and discuss their child's life experiences, general development, likes, interests and similar. We are interested in each child's all-round development and learning characteristics and look for children with a thirst for knowledge and curiosity about the world. We note whether children are inquisitive, display attention skills, are persistent and show initiative. We focus on the whole child, assessing a broad range of personal, physical, linguistic and number skills appropriate to their level of development.

**Nursery:** Children can join the Nursery in the September after they turn three years old. Children joining the Nursery are informally evaluated in small groups during stay and play sessions.

**Reception:** All children joining Reception undertake an informal evaluation before a place is offered. This takes the form of age-appropriate activities to assess fine motor skills and other basic abilities.

**Year 1 and 2:** Children joining Year 1 and 2 are invited to spend a morning or a day at the Pre-Prep, which will include an informal evaluation of reading, writing and maths. Offers of places into Year 1 and 2 are also conditional on a confidential report from the child's current school.

## **Junior School**

The main entry points for Junior School are Year 3 and Year 5. Entry into Years 4 and Year 6 is subject to occasional spaces being available.

For entry into Years 3 to 6 in the Junior School, external applicants undertake standardised assessments in English, Maths and Non-Verbal Reasoning. A report on the child is also requested from their current school. During the assessment process, staff meet with the child and separately with their parents to build up a picture of the child as a person, their interests, needs and background. A decision to offer a place at the Junior School uses the evidence from these sources together with any other relevant information. A place may be offered if it is considered that the child will benefit from the academic demands of a selective school and has the potential to flourish and be happy at King Edward's Junior School.

For internal applicants, a programme of continual assessment at the Pre-Prep School and meetings with the Head of the Junior School provide the necessary information to be able to make offers to pupils who have the potential to flourish and be happy at the Junior School. As part of this process, Junior School staff liaise with colleagues in the Pre-Prep to develop an understanding of each individual pupil's strengths and any specific needs. Where there is concern over a pupil's ability to meet the standard required to progress to the Junior School the pupil may be required to sit the Junior School entrance exams or, at a later date, another nationally recognised test.

## **Senior School**

The main entry points for Senior School are Year 7 (11+) and Sixth Form (16+). Pupils can enter in Years 8 to 10 if spaces are, or become, available, although this number is likely to be quite limited. Entry into Years 11 and 13 are not generally available.

### **Entry into Years 7 to 11**

The School considers several sources of information in determining whether an offer of a place is made. These usually include: the results of entrance examinations, which normally include an English Essay, English Comprehension, Mathematics and a standardised Verbal Reasoning paper; a reference from the applicant's current school; admissions interviews. Further details of the entry processes for each year group can be viewed at [www.kesbath.com/admissions](http://www.kesbath.com/admissions)

Applicants may be offered a place if it is judged that they are of a sufficiently high academic standard and/or have sufficient academic potential. It is appreciated that pupils come from different backgrounds and that their previous educational experiences may have a bearing on their entrance examination performance.

In cases where more than one year has elapsed since previous testing, children may be required to retake the entrance examination so that the offer of a place is made on current academic ability and potential.

### **Entry into Sixth Form (external candidates only)**

The School considers several sources of information in determining whether an offer of a place is made. These usually include: (I)GCSE results (or predicted results); a reference from an applicant's current school, containing information about predicted grades; admissions interviews.

For entry into the Sixth Form, places are offered on a conditional basis; the entry requirement for pupils joining or progressing to the Sixth Form is a minimum (I)GCSE points score of 54, taken from the best 9 subjects including at least a level 4 in (I)GCSE English Language and Maths. Please note that short courses and grades 3 and below do not count towards the minimum points score.

Applicants are usually interviewed by two subject specialist teachers in one or more of the subjects they intend to pursue at A Level. They are also usually interviewed by a member of the Sixth Form Pastoral Team, the Headmaster or another senior member of staff.

The dates for the Senior School assessment process for the current year are published on our website, together with the dates on which offers are posted to families and the closing date for acceptances. Once the closing date for acceptances has passed, the School may offer places to candidates on the waiting list.

## **OVERSEAS APPLICANTS**

We welcome applications from overseas pupils who wish to study at King Edward's School, provided that they have a right to study in the UK. The school does not offer boarding and requires all pupils to reside with a parent or legal guardian in the UK. Parents of overseas pupils should be aware that the School does not run a short-term study programme, and it is expected that overseas pupils will complete a full course of study, such as Years 10-11 or Years 12 -13.

### **Fluency in English**

In order to cope with the high academic and social demands of the School, pupils must have a sufficient command and understanding of the English language. Normally pupils should have been educated in the English medium before coming to the school and/or have gained a sufficiently high score in an internationally recognised English language qualification such as IELTS. Tuition in English as an Additional Language (EAL) can potentially be arranged at the parents' expense, and this may be required as part of the offer of a place at the School.

## **FINANCIAL ASSISTANCE FOR PARENTS**

Bringing your child to King Edward's School for their education represents a significant financial commitment. The School recognises this commitment and has a long history of supporting pupils who would benefit from an education at our Senior School but whose families require financial assistance to do so.

The support is provided through the School's means-tested bursary programme which is at the heart of our ethos and charitable purpose today. For further details on the School's means-tested Bursary programme, please see our Bursary Policy on the School's website.

## **OTHER SCHOLARSHIPS & AWARDS**

In addition to our means-tested bursary programme, we also offer the following non means-tested awards:

**Year 7 Academic Scholarships:** There is no separate Academic Scholarship examination. Academic Scholarships may be awarded to those pupils who excel in the entrance examinations.

**Year 7 Special Talent Awards:** These awards may be made to candidates who show outstanding talent in one of the following areas: Art, Drama, Music or Sport. Applications for Special Talent Awards can be made via the online registration form.

Both Scholarships and Special Talent Awards are usually payable each year up to GCSE Level, subject to continued strong performance. A Scholar or Special Talent Award holder may also hold a bursary award.

Awards made under our Special Talent and Scholarship programmes are of a relatively small value. The School focuses its financial support to families through our means-tested bursary programme, in line with our ethos and heritage.

## **SIBLING DISCOUNTS**

We do not offer automatic sibling discounts, but we do consider any siblings at the School whenever we receive applications for financial assistance through the means-tested bursary process.

## **SCHOOL'S CONTRACTUAL TERMS & CONDITIONS**

Copies will be made available to parents as part of the admissions process.

## **COMPLAINTS**

We hope that you and your child will not have any complaints about our admissions process. However, if this is not the case, parents have the right to appeal against an unsuccessful application using the procedures detailed in the School's Complaints policy, which is available on the School's website.

## **ADMISSIONS REGISTER**

King Edward's School is committed to ensuring that the Admissions Register is maintained in accordance with The School Attendance (Pupil Registration) (England) Regulations 2024. From the beginning of the first day on which the School has agreed or been informed that the pupil will attend the School, an entry will be made in the School's Admissions Register in line with the The School Attendance (Pupil Registration) (England) Regulations 2024.

King Edward's School reserves the right to refuse entry into the School and progression through the School, for example where a pupil does not demonstrate sufficient academic proficiency, or where it is not considered appropriate due to the additional demands that come with the next stage of education at the School. Such decisions are at the discretion of the relevant Head Teacher.

Over time the educational and support needs of a pupil may significantly change which may result in the School no longer being the right setting for the pupil. In such cases the Head Teacher will consult with the parents. Following this, if, in the professional opinion of the Head Teacher, the School is unable to meet the pupil's needs as they progress through the School, parents may be asked to withdraw their child. In such cases the SENCo will work closely with the pupil and their family to ensure that a smooth transition is achieved to a more appropriate setting.

The Admissions Policy should be read in conjunction with the Learning Support Policy, the Whole School Equal Opportunities Policy for pupils and the School Terms and Conditions.

The Exclusions Policy contains full details of the procedures which King Edward's School applies when considering whether a pupil should be excluded from the School. Therefore, this Admissions Policy should also be read in conjunction with the School's Behaviour Management Policy and Exclusions Policy. These policies are available on request from the Admissions Registrar and on the School website.

## **RECORDS AND REVIEW**

Applicants' details will be held on file with due regard to data protection legislation and the School's Privacy Notice.