



Admissions Policy

Last Updated

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THE KING ALFRED SCHOOL ADMISSIONS POLICY

1. INTRODUCTION

The King Alfred School (KAS) Admissions Policy seeks to achieve a successful fit between the school and its students. The procedure should allow the school to gain a realistic picture of the prospective student; and the student and parents to gain one of the school.

To maintain the character of the school and support its ethos there must be a reasonable spread of ability.

The aims of this policy are to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by applicants with special educational needs and/or disabilities and to set admissions criteria that are fair to all applicants.

This policy can be made available in a more accessible form if required.

This policy should be read in conjunction with the School's Accessibility Plan, Equal Opportunities Policy and Bursaries Policy and Financial Support Policy.

2. ADMISSIONS PROCEDURE

The main point of entry is into Reception Class where we normally admit forty children per year. The other points of entry are:

- A limited number of places at age 11 into Year 7.
- Post GCSE into the Sixth Form (Year 12).
- Occasional vacancies as they arise in other years. The Registrar maintains waiting lists.

The first stage of the procedure for all applicants is to return a completed application form and pay a non-refundable registration fee. The child's name will be put on the waiting list but this does not guarantee a place.

Since date order of registration has some bearing in our admissions procedure for Reception Class and occasional vacancies (but not Year 7 and Year 12 entry), it is important to apply as early as possible.

The closing date for Year 7 entry is during September of the previous year, i.e. when the child has recently entered Year 6. This closing date is published by advertisement and on the school website.

The Admissions Procedure normally comprises:

- registration of a prospective student's details with the Admissions Office by completing a duly signed application form and payment of a non-refundable registration fee;
- consideration of that application and any supporting documentation by KAS;
- a report from the previous school, or nursery (as appropriate);
- all relevant health and education reports (if appropriate);
- a visit by the pupil to KAS, accompanied by parents in the case of those applying to Reception;
- a meeting between the parents and the Head, Deputy Head or an Assistant Head;
- an assessment of the pupil;
- an offer of a place, or advice should it not be possible to offer a place;

- completed reference and safeguarding forms from the child's current school.

In the case of those applying to Reception, the school may on occasion decide to visit the child's nursery or school to observe the child in a familiar environment before determining whether or not to offer a place.

3. VISIT AND ASSESSMENT

The visit is central to the process. The procedures for visits are as follows:

- Reception Class admission: there is generally a half day visit;
- Year 1 admission (occasional vacancies): there is generally a 1 day visit;
- Other years admission (occasional vacancies): pupils normally spend two days at KAS, attending classes and mixing with their peer group;
- Year 7 and Sixth Form admission: applicants undergo an assessment (see below).

A visit is arranged when a place is available or likely to become so, and the school report and/or the interview with the parents indicates that KAS may be an appropriate school for the prospective student.

4. THE ASSESSMENT AND INTERVIEW PROCESS

The assessment is an opportunity to determine a child's readiness for the next stage of his/her education, his/her academic potential, learning profile and whether the child is able to fully participate in and take advantage of the education offered by KAS. The school will make reasonable access arrangements for those applicants with disabilities during the admissions process. Further information is available in the school's Accessibility Plan, available from the Registrar or online at www.kingalfred.org.uk.

The school does not discriminate directly or indirectly on the basis of age, disability, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief, cultural or linguistic background, sex, sexual orientation or special education needs.

The assessment of applicants for entry at all stages except Reception Class includes Maths and English exercises at an age appropriate level. For Year 7 and Sixth Form applicants:

- Year 7 admission: Following review of application forms, school reports, school reference and any other relevant information applicants are invited to an assessment day in the autumn term of Year 6. In some years, additional information will be required at the first stage and a reduced number of students will be invited in for an assessment day. The assessment will normally comprise written exercises, team activities and interviews. After the assessment, a shortlist of applicants and their parents is invited back for a meeting with senior staff.
- Sixth Form admission: Following review of application forms, pupils' covering letters, school reports, school reference, actual or predicted examination results and any other relevant information, and taking into consideration the criteria set out below, selected applicants are invited to visit the school, generally for half a day. During their visit prospective Sixth Formers will normally meet KAS students and senior staff, do written assessments and have interviews with relevant Heads of Department. They are also asked to bring samples of recent school work with them. Parents are invited to meet senior staff.

We want the decision to join KAS to be an informed one, by both child and parents. Parents are expected to support the school and to trust us. We are honest with parents about KAS;

we ask parents to be honest with us and to be open about any issues relating to their children. We look for children who will thrive at KAS and who will contribute to the school community.

Through the selection process we assess:

- How responsive the child is to teachers and to classmates.
- How well the child will integrate into the school community.
- How the child responds to the demands of schoolwork and how willing he or she is to work independently.
- If relevant, whether the school is able to adequately cater for and meet any special educational needs and/or disabilities. We may ask for an Educational Psychologist's or other appropriate professional's report.
- Whether the child is able to thrive in the KAS atmosphere, in which a wide degree of freedom and encouragement to take responsibility for oneself are key elements. In this environment the ability and willingness to cooperate and negotiate are essential.

5. ACCEPTANCE CRITERIA

In considering applications the school will take into account:

- The date order of registration, and for 4+ entry, the period between birth and registration.
- The maintenance of a mixed ability range.
- How the child integrates with a group and his or her peers.
- The importance of parents understanding and supporting the aims and ethos of the school.
- Our ability to provide students with what they need to develop, including those pupils with special educational needs and/or disabilities.
- GCSE results for applicants to the Sixth Form. The minimum entry requirement is 5 grade 6s at GCSE; in practice some departments require higher grades in the subjects the students wish to pursue at level.
- The need to maintain a balance of entry so that we can encourage families new to KAS, while looking favourably on children whose families already have a demonstrable connection with the school.

6. SEN AND DISABILITY

The school will treat every application from a child with special educational needs and/or disabilities in a fair, open-minded way.

Although the school welcomes applicants with disabilities and/or special educational needs, its current facilities (physical and otherwise) are limited. The school will do all that is reasonable to comply with its legal obligations under the Equality Act 2010 to accommodate the needs of those applicants with disabilities for which, with reasonable adjustments, the school can adequately cater for.

Before offering a place the school must feel reasonably sure that it will be able to adequately cater for, educate and facilitate the development of the prospective student [to the best of his/her potential]. The school operates an inclusion policy which it believes enhances school life, but the prospective student must be able to access the mainstream curriculum at an age appropriate level.

Parents are requested to complete the Additional Needs Form when registering a place for their child at the school and include details of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the school. The school will consider whether reasonable adjustments need to be made for a disabled child during the admissions process.

If, after reasonable adjustments have been considered, the school is unable to adequately cater for the needs of those children with disabilities, parents will be informed why an offer will not be made. The school has the final decision in all cases of admissions.

If an applicant's disability becomes apparent after admission, the school will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the school. If, after reasonable adjustments have been made, the school is unable to adequately cater for and meet the needs of the pupil, the Head may request parents to withdraw their child. Fees in lieu will not be payable in these circumstances and the acceptance deposit will be returned.

7. BURSARIES

The school offers a limited number of means tested bursaries for Year 7 and Year 12 entry. Details are given in the Bursaries Policy and Financial Support Policy.