



## **ADMISSIONS AND TRANSITION POLICY**

### **Admissions**

This policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "The Collegiate".

The Collegiate aims to provide an education that combines academic rigour with a broad range of curricular and extra-curricular opportunities to students from across a wide ability range. It is available for all students who will benefit from it, regardless of race, creed, gender or any other discriminatory factor. The Admissions Policy consequently allows for the registration of students with a wide range of abilities and aptitudes, but, by careful assessment, seeks to place students on courses that are appropriate to their individual talents and needs, and will enable them 'to be the best that they can with the gifts that they have'.

The breadth of its curriculum is something which defines the Collegiate. For younger students this involves exposing them to a wide range of educational stimuli to identify their strengths and interests; for older students it requires tailoring their individual programmes of study to suit their abilities and aspirations. The Collegiate's Admissions Policy is an important part of this process.

With all prospective students, proof of identity is required before registration.

### **Equality, disability and diversity**

If there is reason to believe that a prospective student may have any learning development difficulties, an appointment will be made with the Learning Development Department to investigate the extent of these difficulties to establish whether reasonable adjustments are required to enable the applicant to participate in the admissions process. If it is considered necessary, there may be a requirement for the commissioning of an Educational Psychologist's Report in order that a full understanding of any problems is available before the admissions procedures can commence so that any reasonable adjustments can be made both during the admissions process and later should the offer of a place be made and accepted.

This policy can be viewed alongside the SEND Policy, Equality Policy and the Accessibility plan.

Students with disabilities will not be treated less fairly than other children.

Parents must also inform the Collegiate about any other disability of the prospective student. The Collegiate will make reasonable adjustments for students with disabilities and will provide details of adjustments which it already has in place for disabled children and the accessibility of the premises,

facilities and curriculum for disabled students. In each case the Principal, Vice-Principal or Head of School will discuss with parents the particular requirements of the student.

The Collegiate will do all that is reasonable to ensure that the information and application procedure is accessible for applicants with a special educational need or disability, and will make such reasonable adjustments as necessary. Similarly, if special educational needs or a disability become apparent after a place at the Collegiate has been accepted, the Collegiate will consult with the parents about adjustments which can reasonably be made in order to allow the student to continue at the Collegiate.

The Collegiate will take care not to discriminate against applicants on the grounds of gender, gender reassignment, pregnancy and maternity, race, disability, religion or belief, or sexual orientation.

### **Transition**

Students already studying in the Collegiate benefit from a full programme of support with regards to transition to the next year group or key stage. This involves publications at the key transition points that give extensive information to parents and students, particularly at points where option choices are made, information meetings and individual consultations with school and subject staff.

Those entering the Collegiate at any stage from outside will be supported with detailed publications and individual interviews with admissions staff to make sure that correct choices are made in relation to the courses to be studied and to help prospective students and parents to understand the pastoral and domestic arrangements and how they will be assisted to settle in a new environment.

### **Queen's Kindergarten**

Queen's Kindergarten is registered to accept children between the ages of 3 months to 3 years. When deciding which child can be offered a place, extra weight is given to those who have been on the waiting list for the longest. We also consider:

- The ability of Queen's Kindergarten to provide the facilities for the welfare of the child.
- The effect on the existing children and staff on admission of that child.
- A child requiring a full time place will usually have preference over a part-time place.
- Those children who are siblings of those already in the Collegiate.

### **Chapter House**

Chapter House Preparatory School welcomes children from the age of 3 up until the end of Year 5. When students apply to join the school, they and their parents are invited to attend for interview, and, if possible, students will spend a day in school so that they may familiarise themselves with the atmosphere and routines of the school, and staff will have an opportunity to assess the prospective student so that we can ensure we are able to meet their needs, both socially and academically.

Children in Years 1-3 are given a reading test and children in Years 4 and 5 complete a CAT4 assessment on their taster day. Admission is recommended for those who are in the top 75% of the ability range. The English level of international students is tested using the Oxford Young Learners English Test and admission requires students to achieve a score of 40+. We require written reports from previous educational settings that indicate the level of attainment achieved by the prospective student across the range of subjects and indicate the student's approach to learning. Children starting in Foundation Stage are expected to be toilet trained.

### **King's Magna, College and Faculty**

Admission to each of these schools from outside the Collegiate is based on the following general requirements:

- An interview with the Principal, Vice Principal, Head of King's Magna, Head of College or Head of Faculty; in the case of international students then our admissions representatives may carry out a face to face or SKYPE interview on behalf of the relevant school.
- School reports from previous educational establishments.
- One or more tests set by the Collegiate, including the CAT 4 test in which students are expected to be in the top 75% in each section for entry to King's Magna and the Faculty, and in the top 40% in each section for the College. The exception to this is the Vocabulary Section for international students, as their ability in this area is judged by performance in the Oxford English test or in an external English test such as IELTS. English requirements for international students are outlined in the following paragraphs.

### **Additional expectations for entry for each school.**

#### **King's Magna – Years 6 to 9**

King's Magna accepts students from the ability range outlined above and successful application requires a positive approach to education in all its forms and a good behavioural record.

For students for whom English is not their first language, there is a requirement that their conversational English would be of a standard to support them in settling easily into an English speaking community. For entry into Year 6, students are expected to achieve a score of 40+ in the Oxford Young Learners English Test. In the same test, applicants would be expected to achieve 60+ for entry into Year 7 and 66+ for entry into Year 8. For entry into Year 9 there is an expectation that students will have achieved 53+ in the Oxford Online English Test.

There are also Year 8 and Year 9 Foundation Courses for students who need extra support with their English, which require scores of 60+ (Young Learners) and 46+ (Oxford Online) respectively. These courses provide extra English support and a reduced programme of core academic subjects. Evidence of achievement in other English tests will be considered as part of the application progress for all courses.

## **Queen Ethelburga's College**

### **Years 10 and 11**

The College accepts students from the ability range outlined above who have the potential to work at the swift pace of the College curriculum. Successful application requires a positive approach to education in all its forms and a good behavioural record.

International students are expected to achieve 66+ in the Oxford Online English Test. There is also a Year 11 Sixth Form Preparation Course which requires a score of 60+ in the same test. This course provides extra English support and a reduced programme of core academic GCSEs.

Evidence of achievement in other English tests will be considered as part of the application progress for all courses.

Should a student be unable to access the curriculum of the College for any reason, then a consultation process will be held with the student and their parents to satisfactorily resolve the situation.

Students in the College will follow GCSE and IGCSE courses and will fulfil the curriculum requirements of the English Baccalaureate.

### **Sixth Form**

Students joining Year 12 in the College complete CAT4 tests and these are used to determine entry to the year group. Students taking GCSEs are also expected to achieve A grades in those subjects that they wish to study at A Level. If a subject has not been taken at GCSE, then performance in subjects requiring similar skills will be taken into account.

Prospective students whose first language is not English are required to achieve marks of 73+ in the Oxford Online English Test. There is also a Year 12 Sixth Form Preparation Course which requires a score of 60+ in the same test. This course provides extra English support and a reduced programme of core academic GCSEs. Evidence of achievement in other English tests will be considered as part of the application progress for all courses.

For international students from other educational systems, a report from the previous educational setting will be requested. Generally, this should show achievement within the top 20% in the particular educational system across the majority of subjects, and particularly in those subjects which the student wishes to pursue at A level. The report should also show a high level of motivation and good behaviour. Students who have not taken GCSE qualifications are expected to achieve comparable scores in their own educational system.

Should the student be unable to access the sixth form curriculum of the College for any reason, then a consultation process will be held with the student and their parents to satisfactorily resolve the situation.

## **The Faculty of Queen Ethelburga's**

### **Years 10 and 11**

The Faculty admits a broader range of ability than the College in Years 10 and 11, as outlined in the criteria above. However, successful application also requires a positive approach to education in all its forms and a good behavioural record.

Prospective students whose first language is not English are required to achieve a score of 60+ on the Oxford Online English Test to join Year 10. There are also Year 10 and Year 11 Foundation Courses for students who need extra support with their English which require scores of 46+ and 53+ respectively in the same test. These courses provide extra English support and a reduced programme of core academic subjects. Evidence of achievement in other English tests will be considered as part of the application process for all courses.

Entry into Year 10 of the Faculty is also based on school reports showing that the student is able to access the courses provided in English, Mathematics, Science and a minimum of two vocational or GCSE options.

Students within the Faculty will study a range of GCSE, IGCSE and other vocational courses. Care will be taken to make sure that the programme selected for each student is appropriate to their abilities and will lead to success. A balance must also be struck between vocational courses and a solid academic core.

Should the student be unable to access the curriculum of the Faculty for any reason, then a consultation process will be held with the student and their parents to satisfactorily resolve the situation.

### **Sixth Form**

Students joining Year 12 in the Faculty complete CAT4 tests and these are used to determine entry to the year group. Students taking GCSEs are also expected to achieve B grades in those subjects that they wish to study at A Level, with an A grade required in GCSE Mathematics if a student wishes to choose A Level Further Mathematics, and two A grades required in science subjects at GCSE if a student wishes to take more than one science A Level (Biology, Chemistry, Physics and Psychology). If a subject has not been taken at GCSE, then performance in subjects requiring similar skills will be taken into account.

If a student wishes to follow vocational courses, other sources of information regarding aptitude for these courses may be considered.

Prospective students whose first language is not English are also required to achieve a score of 73+ in the Oxford Online English Test.

There is also a Year 12 Foundation Course for students who need extra support with their English which requires a score of 53+ in the same test. This course provides extra English support and a reduced programme of core academic subjects. Evidence of achievement in other English tests will be considered as part of the application progress for all courses.

For international students from other educational systems, a report from the previous educational setting will be requested. Generally, this should show achievement within the top 40% in the particular educational system across the majority of subjects, and particularly in those subjects which the student wishes to pursue. The report should also show a high level of motivation and good behaviour. Students who have not taken GCSE qualifications are expected to achieve comparable scores in their own educational system, although other types of evidence may also be considered for those wishing to study vocational courses.

Should the student be unable to access the sixth form curriculum of the Faculty for any reason, then a consultation process will be held with the student and their parents to satisfactorily resolve the situation.

## **General**

**At all stages, the admission of a prospective student is at the discretion of the Principal.** A holistic approach will be taken and all information considered in deciding whether QE will be able to cater for the needs of individual students.

## **Related Policies**

Accessibility Plan

Anti-bullying Policy

Attendance Policy

Behaviour and Discipline Policy

Child Protection Policy

Equality Policy

Expulsion, Removal and Review Policy

Policy Reviewed September 2015

Reviewed – September 2016

Due for Review - 2017