KING EDWARD’S SCHOOL
POLICY DOCUMENT

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School website
EQUAL OPPORTUNITIES

Schools have a legal duty to uphold the law on equal opportunities for pupils and staff alike. By virtue of paragraph 3 of the ISSRs (which relates to quality of education provided) teaching at the school must not discriminate against pupils contrary to part 6 of the Equality Act 2010. In addition, paragraph 5 of the ISSRs (which relates to spiritual, moral, social and cultural development of pupils) requires schools to ensure that ‘principles are actively promoted which… (vi) encourage respect for other people, paying particular regard to the protected characteristics under the Equality Act 2010’.

Schools therefore need to have rigorous policies and procedures in place that are regularly reviewed by governors and senior management. The head and the senior management team are likely to devote considerable time and effort towards ensuring that staff and governors are actively engaged in implementing the policy. The adverse publicity for any independent school that was seen to be deficient in this important area could be serious.

A school’s equal opportunities policy should be made available upon request and/or included in the parent handbook together with related policies.

It is recommended that schools have separate equal opportunities policies for staff and pupils as different laws apply to each.

DISCRIMINATION

The main types of unlawful discrimination (outlined in the references) cover acts of direct and indirect discrimination and harassment on grounds of race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. A failure to make reasonable adjustments also amounts to unlawful discrimination.

Age discrimination law does not apply to pupils. There are also exceptions within the legislation which apply to single sex schools and schools with a religious character.

THE SCHOOL AS AN EQUAL OPPORTUNITIES EMPLOYER

Extensive guidance on equal opportunities in the employment context can be found in the ISBA Bursar’s Guide (chapter J) and in the reference library of the ISBA website: www.theisba.org.uk. This document is therefore concerned with managing diversity and equal opportunities for pupils.
ANNUAL CENSUS AND ETHNIC MONITORING

All schools in membership of ISC take part in that organisation's annual census of pupils, staff, and expenditure etc. Schools may also include pupil ethnic monitoring data, using the same methodology as the maintained sector. Schools can download a template ethnic origins monitoring questionnaire and adapt it for their use. They can expect that this type of data is likely to be the subject of growing public and media interest and scrutiny. For example, a comparison made between the number of candidates from different ethnic backgrounds who sit the entrance exam, with the number who actually enter the school, could lead to a school reviewing its entrance procedures.

DISABILITY, SPECIAL EDUCATION NEEDS AND LEARNING DIFFICULTIES

The ISI monitors compliance with the independent school regulatory standards and will check that schools actively implement their policies in these areas.

RELATED POLICIES THAT ARE REQUIRED OF SCHOOLS

- Behaviour policy
- Special Educational Needs (SEN) and Disability Policy
- Discipline and Exclusions policy
- Anti-bullying policy
- Pupil sanctions Record
- Complaints Procedure
- Three-year Accessibility Plan

Promoting equal opportunities is fundamental to the aims and ethos of King Edward's School.

The School is committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity ('protected characteristics').

AIMS

The aims of this policy and the School's ethos as a whole is to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality duties contained in the Equality Act 2010.

All members of the School community are expected to comply with this policy.

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.
ADMISSIONS POLICY

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 boys and girls 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. Whenever a year group is oversubscribed a waiting list is maintained by the Admissions Registrar.

Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable in this process. We very much hope that you and your child will visit King Edward’s. We hold Open Events in all three sections of the School which give a general introduction to the school 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 School and to make a positive contribution towards the broader life of the school.

The admissions procedure does not discriminate against any applicant on grounds of gender, 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 School more accessible to as many families as possible.

SPECIAL NEEDS

We do not discriminate in any way regarding entry. The School has limited facilities for the physically disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001, the Equality Act 2010 and associated legislation, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child’s requirements with the School before they sit the entrance exam so that we can make any reasonable adjustments to ensure adequate provision for him/her. If appropriate, the Learning Support Coordinator will meet the child. Parents should provide a copy of an
Educational Psychologist’s report or a medical report to support their request for any special arrangements. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the school.

If special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

THE ASSESSMENT PROCESS

The aim of the process is to identify potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The school has strong traditions in music, drama, art, debating, community activities, CCF, outdoor pursuits and sport. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.

Pre Prep School

Children can join the Pre-Prep at any stage after their third birthday. There is no formal testing for children entering Nursery and Reception. Wherever possible the nursery staff will conduct a home visit before the nursery child joins the School for a taster session.

For entry into Year 1 or Year 2, a child must spend a morning or a day at the Pre-Prep so that the teachers can informally assess and advise parents of the suitability of King Edward’s School for their daughter or son. Offers of a place are also conditional on a confidential report from the child’s current school.

Junior School

For entry into Years 3 to 6 in the Junior School, external applicants undertake an assessment in English, Maths and Non Verbal Reasoning. These papers are standardised. As a guideline we inform parents that standardised scores of approximately 110 constitute our baseline on entry. 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 will usually be offered to a child if it is considered that he/she 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.

Most Pre-Prep pupils wish to progress to the Junior School. They undertake a programme of continual assessment, using a combination of internal formative assessments and standardised national benchmarking tests, to establish whether they have the potential to
benefit from the academic challenges of the selective 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. The Head of the Junior School also meets with the parents of Pre-Prep pupils in Year 2. If on the basis of the information gathered from these sources it is felt that the pupil will flourish and be happy at King Edward’s Junior School, they are offered a place. Where there is sufficient doubt 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**

Entry for children into Years 7 to 13 depends on places being available in the relevant year group. Entry into Years 11 and 13 is only considered in exceptional circumstances.

**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.

Applicants are 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.

**Sixth Form Entry (September 2017)**

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

The School recognises that the ongoing changes to GCSEs will result in a period when a number of applicants will achieve either numerical grades or the traditional alphabetical grades, or a mixture of both.

For entry in September 2017 places will offered on a conditional basis: the entry requirement for students joining or progressing to the Sixth Form is a minimum GCSE points score of 54, taken from the best 9 subjects including GCSE English Language and Maths. For numerically measured GCSEs, the points scored in each of these subjects will directly contribute (*). For alphabetically certificated GCSEs, the points will be recognised as follows: 8 points for an ‘A*’, 7 for an ‘A’, 6 for a ‘B’ and 5 for a ‘C’.

* N.B. ‘4’/’D’ grades and below and short courses do not contribute to this points score.
Entry requirements for September 2018 will be confirmed in due course.

To study a subject at A level requires pupils to have achieved a suitable GCSE grade in that subject or related subjects. In the majority of cases this is grade 7-9 or an A or A* grade. To continue to study an A level subject in Year 13, pupils are required to have made suitable progress during Year 12, as evidenced by the results of their end of year examinations.

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

The dates for the Senior School assessment process for the current year are published on our web site, together with the dates that offers are posted to families and the closing date for acceptances. Once the closing date for acceptances has passed the School will 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 relative or legal guardian living in the UK with whom they can reside and that they satisfy any necessary visa requirements. 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.

Over recent years the School has developed a link with schools in Suzhou, China and invites applications for a limited number of Sixth Form overseas places each year at King Edward’s School. Applicants sit a series of entrance examination papers in Mathematics, Physics, Chemistry and English and are interviewed in China by a representative of King Edward’s School. Offers are made mainly on the basis of performance in the entrance examinations, performance at their current school and at interview. Evidence from these sources informs decisions about their suitability to study at the School and their potential to engage with the school community and benefit from living with a local homestay family.

**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 be arranged at the parent’s expense, and this may be required as part of the offer of a place at the School. Tuition in English as an Additional Language (EAL) is a requirement for Chinese students joining the School and a programme is in place to support them.
FINANCIAL ASSISTANCE FOR PARENTS

Bringing your daughter or son to King Edward’s School for their education represents a significant financial commitment and one which should not be underestimated. The School recognises this commitment and aims to obtain the best possible value from fee income to provide an excellent all-round education for its pupils. As a Charity, the School is non-profit-making, and all surpluses are reinvested in the premises, facilities, equipment and staff needed to support that education in all its aspects.

Since its establishment in 1552 the School has a long and proud tradition of providing education for able pupils from less well-off families. One of the main purposes of the Charity is to provide financial support for parents towards the cost of fees and this is achieved through a programme of means-tested bursaries for entrants to King Edward’s Senior School.

BURSARIES

At present bursary awards are restricted to pupils joining the Senior School. The School seeks to give as much help as possible to parents of pupils with academic potential who would otherwise find it difficult to attend the School.

Entrance Bursaries at Year 7: each year the School awards approximately 10 Entrance Bursaries to Senior School pupils with awards ranging from 10% to 100% of the annual fee. Wherever possible, bursary awards take into account a family’s individual financial circumstances and ability to pay. All pupils applying to join the School in Year 7 are eligible to apply.

Once awarded Entrance Bursaries can normally continue through the child’s time at the School up to and including Year 13, unless parental circumstances change. Bursaries may be varied up or down if parents’ financial circumstances alter and this is established through an annual review. Whilst the School endeavours to increase the award proportionately in line with year on year fee increases, this is dependent on the School’s economic and financial circumstances and therefore cannot be guaranteed.

Entrance Bursary Awards include provision for up to 4 pupils who are eligible for a special award of 50% of the annual fee. These awards are made to the most able pupils coming from a State School into Year 7, whose families would not normally be able to afford a private education. These awards are also means-tested, in line with our charitable objects and, as with the Entrance Bursaries, can continue through to Year 13. It is possible for this award to be supplemented by a normal Entrance Bursary to offer up to 100% assistance.

Sixth Form Bursaries: in addition to Entrance Bursaries for existing pupils that can continue into the Sixth Form, the equivalent of six further places is available for new entrants into the Sixth Form. These are also means-tested Bursaries and awards can range from 10-100% of the annual fee. Sixth Form Bursaries will usually increase proportionately to the following year’s fee increase. Whilst these Bursaries are primarily aimed at external applicants from State Schools, consideration will also be given in exceptional circumstances to applications from existing pupils not currently in receipt of an Entrance Bursary.
The Bursary Application Process

A Bursary Application form and guidance notes can be obtained by ticking the appropriate box on the Registration form; the forms are in line with the generally-accepted principles adopted by HMC Schools with regard to making means-tested awards. Applicants are particularly requested to adhere to the Closing Date for Applications.

Late applications may be considered in exceptional circumstances, but are less likely to receive an award given the limited nature of the funds available.

Award Decisions: Bursary awards are made on the basis of an assessment of the family’s financial circumstances, including their savings, investments and realisable assets, as well as their income, major outgoings, the size of their family, any other persons dependent on them and other similar factors.

Where there is over-subscription for means tested bursaries, awards will take into account an applicant’s current academic performance, their potential and ability to make contributions to the wider life of the School.

All assessments and awards are determined jointly by the Headmaster and Bursar, and decisions are communicated either prior to, or at the same time as, the offer of a place at the School. In the event of places/offers not being accepted the Bursary applications can be revisited to use the full budget and/or be used for late applicants.

Other Scholarships & Awards:

Scholarships and Special Talent Awards for Year 7

Year 7 Academic Scholarships: There is no separate Scholarship examination. Scholarships will be awarded to those pupils who excel in the entrance examinations, and Special Talent Awards are awarded to candidates who show outstanding talent in one of the following areas: Art, Drama, Music and Sport. Applications for Special Talent awards can be made via the Registration Form. Scholarships and Special Talent awards will be for a fixed sum, payable each year up to GCSE Level, subject to continued good performance.

A Scholar or Special Talent Award may also hold a Bursary award, which is income-related. Scholarships and Special Talent awards will be for a fixed sum, payable each year up to GCSE Level, subject to continued good performance.

Year 12 (Sixth Form) Entrance Awards: A limited number of discretionary Headmaster’s Awards are also available for entry into the Sixth Form.

Sibling Discounts: we do not offer automatic sibling discounts but we do take into account any siblings at the School whenever we receive applications for financial assistance through the bursary-award process. Our policy is to keep the School fees as affordable as possible whilst providing a high-quality education, and to direct our limited bursarial resources to situations of most need.
SCHOOL’S CONTRACTUAL TERMS & CONDITIONS

Copies are on the School’s website and 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 Education (Pupil Registration) (England) Regulations 2006. 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 Education (Pupil Registration) (England) Regulations 2006.

King Edward's School reserves the right to refuse entry into the School and progression through the School. Such decisions are at the discretion of the relevant Head Teacher if, in their opinion, the School is unable to meet the educational, pastoral and social demands of the pupil concerned and their parents’ expectations.

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 be read in conjunction with the School's Behaviour Management Policy and Exclusions Policy. These policies are available on request from the Admissions Registrar.