



KING EDWARD'S SCHOOL POLICY DOCUMENT

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Application	Whole School
Responsibility	Headmaster

Whole School 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 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 do not unlawfully 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. Potential pupils requiring access arrangements are requested to disclose their needs at the point of enquiry so that the School

can consider any suitable adaptations needed to remove any barrier to learning. We also 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 examination or at their initial meeting with the Pre-Prep and Nursery Head teacher so that we can make any reasonable adjustments to ensure adequate provision for the child and to ensure full and safe access throughout the site. 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 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) level. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made if the child becomes a pupil at the School. Failure to disclose a child's special educational needs during the admissions process may lead to the subsequent withdrawal of the offer of a place.

If special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the pupil to continue at the School. Any referral or report obtained during the course of a pupil's time at the School must be discussed with the SENCO/Head of Learning Support so that the School can consider making reasonable adjustments to support the pupil, if required. If the needs of a pupil change and if it is felt that the pupil is not at the right setting, the SENCO/Head of Learning Support will work closely with the pupil and their family to ensure that a smooth transition is achieved to a more appropriate setting.

ALLOCATION OF PLACES

The school is academically selective and seeks to identify pupils with academic 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 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
- The need to maintain a co-educational environment
- 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 likes 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 the term 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 usually 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

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

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.

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, we advise that this should be at least a grade 7. To continue to study an A Level subject in Year 13, pupils are expected 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 usually 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 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.

Over recent years the School has developed a link with schools in Suzhou, China and invites applications from a limited number of pupils from these schools each year. 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 parents' 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 pupils joining the School from Suzhou schools, and a programme is in place to support them. EAL tuition may also be available for pupils admitted to King Edward's under the KES Temporary Admissions Policy for Children in Need of International Protection, details of which are available separately.

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.

BURSARIES

At present, means tested bursary awards are usually restricted to pupils joining Years 7 and 12. Once awarded, unless parental financial circumstances change, a bursary award will usually continue throughout the pupil's time at the School.

All bursaries are subject to annual review and may be varied up or down if parents' financial circumstances alter but this will always be done in discussion and consultation with parents. Whilst the School endeavours to increase the bursary award proportionately in line with year-on-year fee increases, this is dependent on the School's financial circumstances and therefore cannot be guaranteed.

In addition to providing financial support in relation to fees, the School may also be able to provide further assistance to bursary recipients towards purchasing uniform or meeting other costs such as certain school trips.

Year 7 (Entrance) Bursaries: In a typical year, up to thirty pupils may be awarded bursaries, with the majority of these bursaries providing support of between 40% and 100% of the School fees. All pupils applying to join the School in Year 7 are eligible to apply.

Year 12 (Sixth Form) Bursaries: For those joining in the Sixth Form (Year 12), approximately five pupils are awarded bursaries; again, awards of up to 100% may be available.

The Bursary Application Process

A bursary application form and guidance notes can be obtained by ticking the appropriate box when completing the online registration form. The bursary application 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 academic performance and potential and their 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 at the same time as the offer of a place at the School.

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 for a fixed sum, 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.

Year 12 (Sixth Form) Entrance Awards: A limited number of Discretionary Headmaster's Awards may also be available for entry into the Sixth Form.

Awards made under our Special Talent, Scholarship and Discretionary Headmaster Award 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 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 Admissions Policy should be read in conjunction with the Whole School Pupils Equal Opportunities Policy.

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 and Records Keeping Policy.

The School will not hold the personal data of you or your child for longer than is necessary for a lawful purpose. This will generally be 25 years from date of birth or, if a pupil is not admitted, up to 7 years from the decision.

KING EDWARD'S SCHOOL

Appendix to Whole School Admissions Policy

Admissions Policy for Children in Need of International Protection

Date of last review: December 2023

Martin Boden, Headmaster

Admissions Policy for
Children in Need of International Protection

This Policy must be read in conjunction with the King Edward's Whole School Admissions Policy

Background

This is an admissions policy which is intended to apply to children who have recently fled conflict zones and are in need of a school place. It should be read in conjunction with our Whole School Admissions Policy, which establishes the overarching guiding principles for this and any other admissions policy. In this temporary policy, we have referred to this group of children as 'Children in Need of International Protection'. This phrase is more fully explained in Appendix 1.

King Edward's School, Bath ('KES') is a co-educational independent school for pupils aged 3 to 18. The School has approximately 1,200 pupils on the roll.

At KES, we understand the part we can play in responding to humanitarian crises by offering children in need of international protection school places where we are satisfied that we can meet their needs. We recognise not only the benefits that this may provide to this particular group of children, but also the positive contribution made to our existing School community as we help our pupils to become responsible global citizens in an ever changing world. The adoption of this policy and offer of school places in these circumstances is therefore in line with the School's ethos and values.

We recognise that fleeing conflict and leaving one's home country could have a traumatic and devastating impact on a child and that circumstances for these children can change rapidly. Where we feel that KES can provide both a safe haven and a positive educational experience for children in these difficult circumstances, we will consider offering a place/places at the School. Such consideration will include consultation with senior staff and will take into account the size of the year group and therefore the number of places available, along with other relevant educational or pastoral factors. Please note that these places are only available to children in need of international protection as per the terms of this policy and at the sole discretion of the Head subject to additional oversight by the Governing Body. These new school places have been created as additional places and are called "the Protected School Places". Where government funding is available, effort will be made to recover this money.

Admissions Procedure

Under UK law, asylum-seeking and/or refugee children of compulsory school age have the same entitlement to full-time education as other UK children. We understand that it is the responsibility of the Local Authority to provide suitable full-time education for all children of compulsory school age resident in their area, but also recognise that KES, as an established and very successful school with previous experience of educating children who have moved from overseas, including as a member of a refugee family, may also be well placed to provide a suitable and very positive educational pathway.

For the purposes of admitting children under this policy, the process is as follows:

- Where contacted directly by the family of a Child in Need of International Protection, or by a relevant host family (this may well be a family with KES connections, possibly either a current or former KES family), the School will work initially with the family/host family to determine whether or not KES is a suitable educational environment. As part of the admissions process, we will aim to meet the child(ren) and their parent(s)/guardian(s) at school in order to confirm that KES can provide an appropriate educational pathway in each case. Although KES is an academically selective school, it is unlikely to be appropriate to require a Child in Need of International Protection to take entrance or admissions tests in the usual way, but rather to establish a clear sense of mutual good fit through meetings and discussion.
- Where the offer of a place is accepted, the School will provide an appropriate orientation and induction process for the child on admission. This will include:
 - assigning academic and/or pastoral staff as appropriate to ensure that the child is able to settle as quickly as possible and to make the most of the educational opportunities on offer, whilst being carefully monitored and mentored. The School will aim to provide support in the following areas:
 - Curriculum, including making modifications and amendments as appropriate
 - The co-curricular programme, including encouraging engagement in a range of suitable activities
 - A pupil 'buddy' programme
 - EAL provision, if appropriate
 - Obtaining a uniform
 - Counselling and focused pastoral support, as appropriate in response to any known disabilities or Special Educational Needs
 - Where practical, training for staff, including awareness of the circumstances from which the children have come
- If contacted by the Local Authority (LA), or where the School contacts the Local Authority, the School will consult with the LA to determine:
 - Whether there may be a space available in the relevant year group for an application on behalf of a child received from the LA;

- Whether KES is the right environment for the child, bearing in mind their needs and circumstances and the School's ability to meet those needs. The school will provide a copy of this policy to the LA on request
- The Protected School Places will be allocated at the sole discretion of the Head, subject to additional oversight by the Governing Body, having met the child and next of kin where possible;
- The parents (or carers/guardians) will be asked to sign the School's usual parent contract. Where it is not possible for a parent or carer to sign the contract, and if appropriate, the Local Authority may be asked to sign;

The school will follow this procedure for admissions under this policy on a case-by-case basis but may at the discretion of the Head amend the procedure if appropriate (acting fairly and rationally in each case).

Applicable Policies and Law

Safeguarding, mental health and well-being. All of the usual policies and frameworks of the School in terms of safeguarding, mental health and well-being are applicable to children admitted under this policy. The School recognises that children admitted under this policy may be additionally vulnerable as a result of their circumstances, experiences or needs and will therefore apply existing policies and frameworks in a way that recognises the particular circumstances of this group of children.

Behaviour and discipline. All of the usual policies and frameworks of the School in respect of behaviour, conduct and discipline will be applied to children admitted under this policy but having regard to their particular circumstances.

Equal treatment. KES is committed to equal treatment for all, regardless of a child's gender, race, ethnicity, religion, disability, gender reassignment, sexual orientation or social background.

Special Educational Needs and disabilities. KES does not unlawfully discriminate in any way regarding entry. The School welcomes children under this policy with disabilities and/or special educational needs, provided we can offer them the support that they require. Knowledge of any special educational needs and/or disabilities is required so that the School can assess the child's needs and consult with parents/the host family and/or the Local Authority, if appropriate, about the adjustments which can reasonably be made and so that the School can ensure, for example, that the child will be able to access the education offered and that the school is able to ensure their health and safety, and the health and safety of others. Where a child is disabled, the school will discuss with parents/the host family and/or the Local Authority, if appropriate

(and the child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School. There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability or needs. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the school.

Religious Ethos. KES does not offer places on the basis of religious belief, but welcomes children of all faiths and of no faith.

Siblings. The school recognise that in these circumstances, it may be best to ensure that siblings are placed together where that is possible.

Complaints. The School's Complaints Procedure is on the School's website and can be sent to prospective parents on request.

Record-keeping. Under this policy, applicants' details will be held on file with due regard to data protection legislation and the School's Privacy Notice and Records Keeping Policy. The School will not hold the personal data of the child for longer than is necessary for a lawful purpose or without good reason.

Change in the child's circumstances

If the child's circumstances change, (for example they are returning to their home country or moving elsewhere), the School will work with relevant partners or authorities and the child's family to ensure a smooth transition for the child.

Review

This temporary policy will be reviewed alongside the Admissions Policy every two years.

Appendix 1

[This Appendix forms part of the above policy]

This policy applies only to 'children in need of international protection' who require a school place. Under this policy a 'child in need of international protection' is any of the following:

- **Asylum-seeker:** this is a person who is in the UK and has made an application for international protection (which covers both refugee status and humanitarian protection). Most child asylum-seekers will be dependants of their parents. However, an unaccompanied child can claim asylum in their own right. Children who are asylum-

seekers are vulnerable to be moved to different parts of the country and do not have a stable status in the UK.

- **Refugee:** this is a child who has been granted refugee status by the Home Office. Refugees are normally granted 5 years' leave to remain as a refugee after which they can apply for indefinite leave to remain. Children accompanying a successful main asylum applicant will normally be granted leave in line with their parent.

- **Humanitarian protection:** A person who does not qualify for refugee status may be given protection on the basis that if returned to their country they would face a real risk of suffering serious harm. These individuals may be granted 5 years' leave to remain by the Home Office after which they can then apply for indefinite leave to remain.

- **Ukraine Scheme:** This is divided into three sub-schemes:
 - The Ukraine Family Scheme (for people with family already residing in the UK);
 - The Homes for Ukraine Sponsorship Scheme (for people matched with UK residents offering sponsorship to reside with them)
 - The Ukraine Extension Scheme (for people who were already lawfully in the UK when the war started but whose visas have or will expired).

Successful applicants under the Ukraine Scheme are granted 36 months' permission to stay in the UK. Children can benefit from the Scheme either as dependants of their parents or in their own right (e.g. if they are not accompanied by their parents).

- Children who belong to families applying for any of the above types of status.

Statutory guidance for England states that an education placement should be secured for all looked after children (including unaccompanied and asylum-seeking children) within 20 school days of coming into care. Being undocumented or having a 'no recourse to public funds' condition on a visa does not prevent a child from accessing education (education is not a 'public fund' as set out in the immigration rules).

Author: MJB

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