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1 Introduction

- 1.1 This policy is authorised by the School's Governors. It is addressed to prospective parents, their children and to all members of School staff.
- 1.2 The Headmaster is responsible for admissions and the operation of this policy.
- 1.3 The School strives to be as inclusive in its admissions criteria as is consistent with the maintenance of its academic standards within a co-educational environment (and having made any necessary Reasonable Adjustments under the Equality Act legislation as required).
- 1.4 The School strives to be as inclusive in its admissions criteria as is consistent with the maintenance of its academic standards within a co-educational environment (and having made any necessary Reasonable Adjustments under the Equality Act legislation as required).
- 1.5 This policy is designed to enable the School to sustain the confidence of the parents of high-achieving children, while continuing to value breadth of intake where permitted by the availability of places.
- 1.6 The School seeks to balance this inclusive admissions policy with the need to ensure that all children receive their entitlement to unimpaired learning. Academically and socially, children must be able to thrive and their behaviour (post any Reasonable Adjustments) must not be detrimental to the progress of others.
- 1.7 The Admissions Policy should be read in conjunction with the School's Special Education Needs and Disability Policy, Equal Opportunities Policy, English as an Additional Language Policy and the Accessibility Plan (available on request).

2 Policy Aims

- 2.1 The aims of this policy are:
 - 2.1.1 To ensure compliance with the School's charitable purpose as an independent day school providing an inspiring and rigorous education for children aged 4 to 13, with a broad and balanced curriculum.
 - 2.1.2 To set selection criteria and procedures that are consistent with this charitable purpose and fair to all applicants.
 - 2.1.3 To identify applicants whose academic and other abilities appear to match the ethos and standards of the School and whose personal qualities suggest they have the potential to contribute sufficiently to the School community and benefit from the many opportunities that the School offers.

3 Admissions Procedure Overview

- 3.1 **Summary.** The admissions procedure has up to four elements:
 - Parental visit to the School;
 - References from current school; and
 - Competitive entry assessments.

3.2 **School Structure.** The School is divided into two divisions:

- Pre Prep, for children aged 4 to 7; and
- Prep, for children aged 7 to 13.

3.3 **Pre Prep** is made up of:

- Reception or children aged 4 to 5;
- Year 1, for children aged 5 to 6; and
- Year 2, for children aged 6 to 7.

3.4 **Prep** is made up of:

- Year 3, for children aged 7 to 8;
- Year 4, for children aged 8 to 9;
- Year 5, for children aged 9 to 10;
- Year 6, for children aged 10 to 11;
- Year 7, for children aged 11 to 12; and
- Year 8, for children aged 12 to 13.

3.5 **Entry Points.** There are three main entry points to the School:

- Into Reception, and a small number into Years 1 and 2 (see paragraph 4);
- Into Year 3 (see paragraph 5); and
- Into Year 7 (see paragraph 5).

In addition, the School may accept entries at other points, but this is at the School's discretion and dependent on places being available.

3.6 **Priority.** At all entry points priority consideration will be given to:

- Children who have siblings already, or due to start, at the School;
- Children of staff teaching, or who are about to take up teaching appointments, at either of the Foundation's schools; and
- The children of Old Fidelians (former pupils).

The admission of children who fall into the categories above will be conditional on their fulfilling the other requirements for entry as set out in this policy.

4 **Entry to Reception**

4.1 Parents who wish their child to be considered for admission must:

- Submit an Application Form; -and
- Pay the registration fee.

4.2 Following receipt of an application form, the School will make arrangements to enable children to come to the School for an assessment session; details at [Appendix 1](#). The School will also communicate with / request a report from the child's current setting, where one exists.

4.3 Thereafter, the School will make offers (in accordance with the order of priority as set out in paragraph 3.6). Parents of children being offered a place will be sent an Offer Letter, and unsuccessful parents will also be informed. If a child is placed on a waiting list, parents will also be informed of that.

5 Entry at Year 3 and Year 7

5.1 Parents who wish their child to be considered for admission must:

- Submit an Application Form; and
- Pay the registration fee by the deadline as set out on the School's website.

5.2 Following receipt of the Application Form (and registration fee), the School will request a report from the child's current school prior to being invited for assessment. The Head of the child's current school will typically be asked to comment on the child's:

- Ability;
- Attitude and behaviour; and
- Talents and interests.

5.3 Where a satisfactory report is received from the child's current school, the child will be invited to the School to complete various assessments, including English and Maths.

5.4 Additionally, for entry to Year 3, the child will also be informally assessed by some of our teachers and by the Head of Pre Prep. The purpose of these assessments is to ensure that the School admits only children whose academic potential (factoring in any Reasonable Adjustments) matches or exceeds that of the children joining Year 3 from the School's Pre Prep.

5.5 Following assessment, children who meet the required standards will be offered a place (in accordance with the order of priority as set out in paragraph 3.6). Parents whose children do not meet the required standards will be informed as such. In each case, the School aims to inform parents of the outcome of their child's application within 7 to 10 days of the assessment.

6 Entry at Other Year Groups.

6.1 The School will admit children to other year groups at its discretion where places are available, provided the overall number of children in the School does not exceed its maximum capacity.

6.2 The process of application and assessment is the same as for children wishing to enter at Year 3 and Year 7 (as set out in paragraph 5).

7 Acceptance of a Place / Withdrawal of a Place

7.1 The Offer Letter sets out the process to be followed in order to accept an offer. Any questions about the acceptance of a place should be directed to the School's Admissions Department (details can be found on the School's website).

7.2 The School reserves the right to withdraw an offer at any time, for any reason, prior to acceptance.

8 Waiting Lists

8.1 Children who fulfil the entrance requirements but are unable to be offered a place due to a lack of available spaces will be placed on a waiting list for the relevant year group.

8.2 The waiting list will remain applicable until the start of the summer term preceding entry. Thereafter, if a child on the waiting list has not been offered a place, it is possible to roll the child's application over to the next year. Although it is not required to pay another registration fee, the child will be required to sit the age-appropriate assessment for the year group to which they are rolling over.

8.3 The School will contact parents of children who are on the waiting list at the start of the summer term and ask them to confirm if they would like their child's application to be rolled over to the next year.

9 Scholarships

9.1 Academic scholarships are offered to children entering Year 3, and are open to both internal and external candidates.

9.2 There is no formal application procedure; children who perform to the highest standards in the entry assessment will automatically be invited to sit the scholarship exams.

9.3 Awards are tenable for six years from Year 3. All scholarship awards are, unless communicated by the School to the contrary, made at 5% of the School's fees (non-means tested). Further financial support, if required, would be via a means-tested bursary.

10 Bursaries

10.1 The School offers a limited number of means-tested bursaries to support children new to the School where parental means would be insufficient to meet the fees in their entirety.

10.2 Subject to the School's discretion in the event of a significant change in circumstances, Bursary applications will not be accepted in respect of children who have been offered a place, and that place has been accepted.

10.3 Bursaries, on a sliding scale, are awarded to children that the School believes will gain most from education at the School, and who will contribute fully to the life of the School. The School will only accept a bursary application if an Application Form has also been submitted in respect of the child, and the relevant fee has been paid.

10.4 Bursary applications for Years 3 to Year 8 must be submitted using the Bursary Application Form, together with all required supporting documentation, **by 31 October** in the year prior to admission. If a pupil is offered a place at the School, details of any bursary award will be sent together with the Offer Letter.

10.5 The School welcomes Bursary applications for children entering Pre Prep and for those applying for Year 3 and above. All applications must be submitted by **31 March** of the year preceding the intended entry year. Any bursary award will be notified to the parents as soon as possible and no later than the end of the summer term in the year prior to entry.

10.6 Parents who intend to make a bursary application must notify the School at the relevant section of the Application Form. A member of the School's Bursary team will make contact with the applicant in order to discuss the process and make the necessary forms available. The School uses the services of [Bursary Administration Limited](#) to analyse applications and make recommendations.

11 Special Educational Needs and Disability

- 11.1 The School will comply with its legal obligations under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 in order to seek to accommodate the needs of children with disabilities, for which, with reasonable adjustments, the School can cater adequately.
- 11.2 In assessing any pupil or prospective pupil, the School may seek information and/or take any advice as it regards appropriate from the Learning Support Department, previous settings, education and medical professionals and/or outside agencies/organisations and require such assessments as it regards appropriate. The School will be sensitive to any reasonable requests for confidentiality. The School will process information in line with its data protection policy and procedures.
- 11.3 Parents of a child who has a disability or special educational needs should provide the School with full and current written details and all relevant information (for instance and including Medical Reports and Assessments) prior to or at the time of application. The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consider any reasonable adjustments that may be appropriate. The School may also, at its discretion and if relevant, consult with parents, the Learning Support Department and education and medical professionals about the child's needs and any adjustments which can reasonably be made, to assess whether the School can accommodate the child's needs.
- 11.4 The School employs a staff of qualified and experienced learning support teachers whose responsibility it is to help children who need support. The School reserves the right to withdraw an offer of a place, even if such an offer has been accepted and a deposit received, if the School subsequently judges that a child's educational needs are such that specialist help/adjustments beyond that which is reasonably available at the School will be required, or if it otherwise reasonably concludes that it is appropriate to withdraw an offer of a place. If the School determines that it cannot adequately cater for the pupil's needs, the offer of a place will be withdrawn.
- 11.5 If special educational needs or a disability develop and/or become apparent to the School after admission, the School will consult with the child's parents about reasonable adjustments that can be made. The School may also take advice from the Learning Support Department and education and medical professionals. If no reasonable adjustments can be made or are made but are not adequate and/or effective, then the School will consult with the child's parents as to the options available which may include the child moving to another school. The School reserves the right, and may, charge for provision of any additional teaching or support where it is lawful to do so.
- 11.6 In determining whether a pupil's needs can be met by the School, the School will discuss the matter with Parents, the pupil, and where appropriate and necessary, other third parties (including but not limited to medical and education professionals, current and previous settings and other third-party organisations, as appropriate).

12 Children whose first language is not English

- 12.1 The School admits children whose first language is not English. Parents of children whose first language is not English should indicate their child's level of English and first language at the time of application. The School needs this information to consider any reasonable adjustments to the assessment process that may be appropriate for a child who is not yet fluent in English. The admission of children whose general ability is clear but for whom English is not their first language will be based on the School's judgment of their linguistic capacity to access the curriculum taking into account additional support which could be given.

13 Equal treatment

- 13.1 The School aims to ensure equal treatment of all children in all aspects of School life, including making reasonable adjustments to take into account the cultural and/or linguistic background of any current or prospective pupil.
- 13.2 The School aims to offer the highest quality of teaching and learning and support to all pupils in pursuit of academic excellence. We have high expectations of all our pupils academically and we strive to ensure that each and every pupil can also participate in the whole School curriculum. We value the diversity in our School community and appreciate the contribution each pupil can bring to School life. We strive to be a fully inclusive and welcoming School reflecting our mission statement.
- 13.3 Therefore, factors which will not be taken into account in the assessment of a pupil for admission include: the applicant's race, ethnicity, disability, gender, gender reassignment, sexual orientation, religious faith, or socio-economic group.
- 13.4 The Head is responsible for admissions and for the operation of this Policy. The selection criteria and Policy are determined and reviewed on an annual basis by the Governors.

14 Applicant's Age

- 14.1 In exceptional circumstances the School may offer places to children one year ahead or behind their standard year group if, in the School's professional judgement, this would be in the best interests of the child.

15 Diversity

- 15.1 As detailed in the School's Equal Opportunities Policy, no child will be treated less favourably during the application process or during assessment on the grounds of the relevant protected characteristics set out in the Equality Act 2010 currently including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 15.2 The School is committed to equal treatment for all, regardless of a pupil's sex, race, ethnicity, religion or belief, disability, sexual orientation or social background.

16 Concerns and Complaints

- 16.1 While there is no legal obligation for the school to address complaints from prospective parents, we encourage you to share your concerns with us directly. Your feedback is valuable and helps us improve our services. Concerns or complaints can be emailed to admissions@stfaiths.co.uk. These will be brought to the attention of the Headmaster, or the Deputy Head in cases involving the Headmaster.
- 16.2 The School commits to a prompt assessment of the complaint and will respond within 10 working days. Please note that resolution time frames may extend during half term or holiday periods. For issues pertaining to Safeguarding, Bullying, Pastoral, and Data Protection, prospective parents are advised to consult the specific policies available on the school's website.
- 16.3 Hard copies of this policy are obtainable from the School Office upon request, and can also be provided in large print or other accessible formats if needed.

17 Terms and Conditions

17.1 The School's Terms and Conditions (the Parent Contract) will be made available to Parents as part of the admissions process and can be requested from the Admissions Office upon request.

18 Data Retention

18.1 Applicants' details will be held on file in accordance with data protection legislation and the School's data protection policies. The School will not hold the personal data of you or your child for longer than is necessary for a lawful purpose. Please see the relevant Privacy Notice on the [School's website](#) for more information.

Crispin Hyde-Dunn
Headmaster

Appendix 1: Reception Entry Assessment at St Faith's

This Policy should be read in conjunction with St Faith's Special Educational Needs and Disability Policy.

All children applying to join Reception are informally assessed by the Head of Pre Prep, Head of Early Years and EYFS team. In small groups with children of a similar age, they will spend some time in the school environment so we can assess their approach to learning and readiness to benefit from the education we offer at St Faith's.

During a play session, much like a day at nursery, there will be a range of activities on offer and staff will engage with the children as they play. We are looking for natural potential and demonstration of curiosity, creativity and collaboration.

Based on the [Early Years Foundation Stage \(EYFS\) Statutory Framework](#), and the observation checkpoints from [Development Matters](#), our observations and assessments focus on the three prime areas of learning, alongside the three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Three prime areas of learning:

Communication and language
<ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking
The development of children's spoken language underpins all seven areas of learning and development.
Personal, Social and Emotional Development
<ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.
Physical Development
<ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

To ensure compliance with the Equality Act, where necessary, Reasonable Adjustments will be applied to processes, procedures and decision-making.

Where we are not able to make an offer for a place in Reception, the next natural entry point will be Year 3. We warmly invite families to make an application for Year 3 entry, attend an Open Morning, and attend a 7+ assessment morning.