



**REED'S**  
S c h o o l

## **Admissions Policy**

### **1. Authority and Circulation**

- 1.1. This policy has been authorised by the Governors of Reed's School. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff.

### **2. Policy Statement**

- 2.1. The aims of this policy are:
  - 2.1.1. To ensure compliance with the School's charitable purposes. Reed's School is a Church of England Foundation with a Christian ethos and is a selective school for pupils aged 11 - 18.
  - 2.1.2. To identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community. We will only admit a child who has met the academic criteria.

### **3. Equal Treatment**

- 3.1. We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status. We expect all of our pupils to attend our church services and school assemblies which are fundamental to our Christian ethos.

### **4. Disability**

- 4.1. At present, our facilities for children with disabilities are limited, but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children with disabilities. When a disability or special educational need is made known to us, we will consult with parents and make reasonable adjustments to our admission procedures and arrangements to enable a child, if he/she is able, to satisfy our admission requirements.

### **5. Procedure**

- 5.1. Our admission procedure has four elements:
  - Competitive entry tests
  - Interviews
  - Character references in a report from the current school

- Disability assessments (if applicable)

## 6. Entry Points

6.1. The usual ages for entry are:

- 11+
- 13+
- Sixth Form

## 7. Entry Requirements

7.1. The entry requirements are as follows:

- At 11+ candidates take papers in Mathematics, English and Verbal Reasoning.
- At 13+ candidates take a Pre-test in Mathematics, English and Verbal Reasoning during Year 6, followed by Common Entrance papers (in Year 8) if coming from independent Preparatory Schools or otherwise the School's own 13+ papers.
- For entry to the Sixth Form, candidates take entry papers in November prior to the year of entry. They will be examined in two academic subjects (chosen from those they are currently studying for GCSE/IGCSE and preferably subjects they wish to study at A Level). Candidates also take part in a critical thinking lesson.
- Candidates who apply too late for entry tests will be expected to achieve a minimum of 20 points at GCSE where A\* = 4, A = 3, B = 2, C = 1 and may be considered if places are available. For GCSEs graded 1-9, an A\* is equivalent to a grade 8 or 9, an A is equivalent to a grade 7, a B is equivalent to a grade 5 or 6 and a C is equivalent to a grade 4.

## 8. Interviews

8.1. There are of two kinds of interview:

8.1.1. **General interviews:** In all cases there will be a general interview to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community, and any relevant connection with the School.

8.1.2. **Option interview and Seminar:** At 16+ there may also be an "option interview" to explore a candidate's academic ability in a particular subject. For certain option subjects (such as Art) candidates may be asked to submit samples of their work.

## 9. Character Reference

9.1. The Headteacher of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents, interests and any other special circumstances such as special education needs, or a disability. The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).

## 10. Candidate's Age

10.1. Very occasionally, we may offer places to pupils one year ahead or behind their standard year group, if we consider, as a matter of professional judgement that this would be in the best interests of the pupil and the School.

## 11. Special Circumstances

11.1. We recognise that a candidate's performance may be affected by particular circumstances, for example:

1.1.1.If he/she is unwell when taking tests or has had a lengthy absence from his/her school;

1.1.2.If there are particular family circumstances such as a recent bereavement;

1.1.3.If there is a relevant educational history, for example education outside the British system;

1.1.4.If the candidate has a disability or specific learning difficulties;

1.1.5.If English is not the candidate's first language.

11.2. In any of these cases, we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence or details from the pupil's current school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment.

## 12. Disclosures

12.1. Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.

## 13. Additional Factors

13.1. If the School is oversubscribed, and if we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration have been given, we may give preference to:

- A Foundation Applicant
- A child who already has a brother/sister in the school or whose parent was a former pupil
- A child whose parent is a current member of our staff
- A child with a particular skill, talent or aptitude

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