



## FRIENDS' SCHOOL SAFFRON WALDEN

### Admissions Policy

This policy applies to all sections of Friends' School, including the Early Years Foundation Stage and Key Stage One.

It contains a statement on Exclusions under section 13

#### Authority and Circulation

1. This policy has been authorised by the Board of Governors of Friends' School Saffron Walden. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff.

#### Policy Statement

2. The aims of this policy are:
  - 2.1. To ensure compliance with the School's charitable purposes. Friends' School is a school with the ethos of the Religious Society of Friends and is a selective school for pupils aged 3-18.
  - 2.2. 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 relevant criteria.
3. Equal Treatment: 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 prospective pupils 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 Meeting for Worship and school assemblies which are fundamental to our ethos.
4. Disability: 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. (cf the School's SENDA).

#### Procedures

5. Summary: Our admission procedure for the Senior School has three elements -
  - 5.1. Assessment tests;
  - 5.2. Interviews;
  - 5.3. References from current school or other relevant reports, including disability assessments, if applicable.

Our admission procedure for the Junior School has three elements –

- 5.5 An assessment/taster day
- 5.6 Reports from current school (not applicable to EYFS)
- 5.7 Any other relevant reports, including disability assessments if applicable

Entry points: These procedures apply at the main points of entry: 4+, 9+ for the Junior School and 11+ and 16+ for the Senior School and also to prospective pupils for occasional vacancies in any other year group.

6. Entry tests: These are as follows:

For the Senior School:

- 6.1. At age 11 pupils take tests in Mathematics, English, verbal reasoning and non-verbal reasoning set by the School.
- 6.2. For admission to other year groups, the school sets its own assessments, which may be in certain core/option subjects as appropriate.

For the Junior School:

- 6.3. New Pupils Assessment Day: Assessments will be made during the course of the day concerning the academic, social and behavioural aptitude of the pupil.

7. Interviews: These are of two kinds -

- 7.1. General interviews: In all cases there will be a general interview to explore the prospective pupil's interests, attitude to school, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the school.
- 7.2. Option interview: At 16+ there may also be an "option interview" to explore a prospective pupil's academic ability in a particular subject. For certain option subjects (such as Art) prospective pupils may be asked to submit samples of their work.

8. Character reference: The Head of the prospective pupil's current school will be asked to provide a written reference as to the prospective pupil's academic ability, attitude and behaviour, involvement in the school community, talents and 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).
9. Prospective pupil's age: 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.
10. Special circumstances: We recognise that a prospective pupil's performance may be affected by particular circumstances, for example -
  - 10.1. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
  - 10.2. If there are particular family circumstances such as a recent bereavement;
  - 10.3. If there is a relevant educational history, for example education outside the British system;
  - 10.4. If the prospective pupil has a disability or specific learning difficulties;
  - 10.5. If English is not the prospective pupil's first language.

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.

In the case of ESOL pupils, a test will be sent to the applicant in advance and this will be marked in school by the ESOL staff, who will be able to assess the correct level of ESOL support required.

11. Disclosures: Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.
12. Additional factors: The School is oversubscribed. If we have to decide between two or more prospective pupils who meet our admission requirements after all appropriate allowances and special consideration has been given, we will give preference to children of Members and/or Attenders of the Religious Society of Friends. Further preference may also be given to:
  - 12.1 A child who is a current Junior school pupil seeking admission to the Senior School;
  - 12.2 A child who already has a brother/sister in the school.
  - 12.3 A child whose parent is a former pupil here.
  - 12.3 A child whose parent is a current member of our staff;

- 12.4 A child with a particular skill, talent or aptitude;
  - 12.5 A child for whom, in certain circumstances, a boarding place is sought.
  - 12.6 The Gender balance both in the school and within the year group to which admission is sought.
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## Section 13

### Exclusions

This section should be read in conjunction with the School's Behaviour Policy. Exclusion from the school is only considered in the case of very serious breaches of good conduct and these are detailed in the Behaviour Policy.

Fixed-term, or in very serious cases, permanent exclusion is the most serious sanction which can only be applied with the permission of the Head. It will usually be the final step in a process for dealing with disciplinary offences, following a range of strategies which have been tried without success. However, there will be circumstances where immediate exclusion would be applied in the case of a very serious offence (see Behaviour Policy: Third Level Offences).

If a pupil is thought to be at risk of exclusion, a pastoral support programme will be put in place to help the pupil avoid exclusion.

After a fixed-term exclusion, parents will usually be requested to attend a reintegration meeting, to agree the conditions of the pupil's readmission.

**Updated policy ratified by Governors at June Board, 2011.**

**Signed on behalf of the Governors-----**

**Date-----**