

1. ADMISSIONS including appeals, equal opportunities and provision for Special Educational Needs (SEN) and Gifted & Talented pupils.

Note: 'Headmaster' is used throughout this policy to refer to the Head of the Senior School except where the matter concerns only the Junior School when it can be assumed to imply the Head of the Junior School.

Admissions

- 1.1. Admission as a student of The King's School is subject to the policy outlined below.
- 1.2. Admission to the King's School for years below the sixth form is by means of entrance procedures (often known as 'the entrance examination') which include an examination of attainment in English and mathematics and take account of performance in a 'community of enquiry'.
- 1.3. Admission to the sixth form for external candidates is conditional upon GCSE results and takes account of reports from the previous school and performance at interview.
- 1.4. Progression to the sixth form from the fifth form of The King's School is conditional upon GCSE results and a proven record of appropriate attitude and determination.
- 1.5. The formal entrance examinations for junior school (years 3, 4, 5 and 6) and senior school (year 7) take place in the first half of the Lent term each year.
- 1.6. Entrance tests for candidates seeking admission to other years in the senior school and for those seeking chance vacancies are arranged to suit the circumstances of the candidates at the discretion of the Headmaster or Head of the Junior School.
- 1.7. Details of the entrance procedures may change from time to time. Details of the current procedures are published at the Open Morning in the Michaelmas term or earlier. These details are given to all those enquiring about a place and are available on the school website (www.kingschester.co.uk).
- 1.8. Applications received for places in the relevant years after closing date for the entrance examinations may be considered, at the discretion of the Headmaster or Head of Junior School.
- 1.9. A limited number of means-tested bursaries are available, offering some financial assistance to those parents for whom the payment of full fees would be impossible and for whom the inability to pay would prevent their child attending the senior school.
- 1.10. Where the number of pupils eligible for admission exceeds the number of places available a reserve list may be drawn up. As places become available they will be offered to those on the reserve list at the discretion of the Headmaster or Head of the Junior School.
- 1.11. A maximum of around 54 pupils will be admitted into year 3 (Junior 1 – J1) and around 104 pupils will be admitted into year 7 (Removes).
- 1.12. Teaching groups are normally 24 maximum in the Junior School and 27 maximum in the Senior School though many are smaller.
- 1.13. Applications for chance vacancies are considered in all years of the school
- 1.14. Appeals against decisions relating to admissions should be made in the first place to the Headmaster or Head of the Junior School
- 1.15. The admission procedures will not unfairly discriminate against any pupil.

Appeals

- 1.16. Any parent wishing to question a decision not to admit their child to the King's School should in the first place raise the matter in writing with the Headmaster.
- 1.17. The Headmaster will respond to the concern in writing within five working days, giving the reason for the decision.
- 1.18. Examination scores and the record or evaluation of any interviews remain confidential to the school. Any report from the head of the child's present school to the Headmaster remains confidential.
- 1.19. If the parent feels that concerns have not been fully and fairly considered, they should write to the chairman of the governors who will refer the complaint to the school's appeals committee. The convenor of this committee is always a member of the governing body who is not chairman, assisted by two other members of the governing body. It is their task to look at issues in an impartial and confidential manner.

- 1.20. The parents wishing to appeal against an admission decision must give written notice of the reasons for the appeal.
- 1.21. The committee convenor will invite the parent(s) to a meeting. This will be attended by the Headmaster and another senior member of staff involved in the admissions procedures. Parents will be asked if there are any papers they would like to have circulated beforehand. They will be invited to bring a friend along with them. Legal representation would not be appropriate.
- 1.22. The hearing
 - a. The committee will ask the Headmaster to put the case for his decision.
 - b. The parents will be invited to question the Headmaster.
 - c. The committee will ask the parents to put the case for appealing against the Headmaster's decision.
 - d. The Headmaster will be invited to question the parents.
 - e. The Headmaster will be asked to sum up the school's case.
 - f. The parents will be asked to sum up their case.
- 1.23. Members of the appeal panel may ask questions at any time if they require clarification or further information. Notes of the meeting will be taken by the clerk to the governors. These notes remain the property of the appeals committee and will not be made available to the parties to the appeal.
- 1.24. After the hearing the convenor will reach a decision about the appeal and will notify parents of the outcome together with the reasons for that decision in writing within seven days of the meeting. At the conclusion of the procedure, all parties should feel secure in their understanding of the reasons for the decision and be satisfied that, notwithstanding its outcome, the hearing has been a fair one.

Awarding of Bursaries

- 1.25 The registration form for entry at 11+ invites parents to seek further information about assistance with fees. Those requesting information are sent a form to complete.
- 1.26 Applicants are asked to provide evidence for their family income from all sources for the past year. This includes:
 - salary/wage of all family members
 - income from family business if self-employed
 - investment income
 - rent from property
- 1.27 Account is taken of the essential outgoings including:
 - mortgage
 - school fees for other children
 - outstanding debts including overdrafts and loans
- 1.28 So far as is possible an understanding of the family need is established taking account also of:
 - whether both partners are working or could work
 - if currently not working, whether efforts are being made to find work
 - other assets
 - relatives who may be in a position to assist with school fees
- 1.29 The maximum assistance that can be offered is related to total family income, on a sliding scale, derived from the scale used by DfEE at the time of Assisted Places. In 2003-4 (the final year of the government assisted places scheme) the family income above which assistance with fees is not available was £31,563.
- 1.30 The above information is taken into account when considering whether assistance can be offered.
- 1.31 For those seeking assistance as a result of changed circumstances during the child's school career, the level of need is established from the information provided. Consideration is also given to whether the need for assistance is likely to be short-term or long-term and the stage of schooling of the child(ren) concerned.
- 1.32 At the time of the 11+ entrance examination the number of those applying for assistance with fees generally exceeds the number that can be supported from the various sources available. In this case other factors are considered which include the performance of the child in the entrance examination and whether there are siblings already at King's receiving assistance with fees.
- 1.33 Some sources of financial assistance are associated with geographical criteria.

- 1.34 Additional help may be available from the French Huguenot Church of London Charitable Trust on application by parents through the Headmaster.
- 1.35 Choristers and ex-choristers of the Cathedral are eligible for means tested assistance in the same way as any other pupil.

Admission into the Sixth Form

- 1.36 There are three criteria which must be satisfied by all candidates for entry into the sixth form at King's.
- Academic achievement and potential – all candidates should have obtained at least 7 GCSEs at A*, A or B grades. A or A* grades are normally expected (and in some cases are required) in the subjects that will be studied at AS or A2.
 - Industry and determination – candidates must have demonstrated that they are capable of working to deadlines and meeting academic expectations of their teachers, commensurate with their potential.
 - Attitude – candidates' school record during the fourth and fifth forms must indicate a readiness to work hard and to accept the authority of the school willingly.
- 1.37 Candidates who meet all of these criteria will normally be guaranteed entry to the sixth form. Those who fail to meet these criteria will not normally be admitted to the sixth form.
- 1.38 In some cases, those who fail to meet these criteria may be admitted to the sixth form following consultation with the parents. If admission is granted, students must expect to have to give undertakings for their future work and/or conduct and to meet specific work targets during the lower sixth.
- 1.39 For all students, transfer from lower sixth to upper sixth will be conditional upon their record during the lower sixth form and upon AS examination results.
- 1.40 These criteria will be reviewed from time to time and adjusted if necessary in order to maintain the high standards of effort and achievement generally associated with students at The King's School.

Disability policy

- 1.41 The admission policy acknowledges that the school selects for admission those children judged best able to benefit from the education offered at the King's School. The criteria used in the entrance procedures will seek to maintain the academic standards of the school.
- 1.42 The School is committed to providing equality of opportunity, as outlined in the equal opportunities policy.
- a. welcomes applications from parents of children with disabilities
 - b. will recognise and value the contributions and achievements of disabled pupils
 - c. wishes to promote the social inclusion of disabled pupils by facilitating access to the full range of social and extra-curricular opportunities
 - d. will make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
 - e. will not treat disabled pupils less favourably than those without disabilities.
 - f. will consult with parents, feeder schools and appropriate external agencies how best to meet the specific needs of any disabled pupil.
 - g. will consider and, when necessary implement, an awareness-raising programme for pupils already in the school.
 - h. will provide appropriate in-service training which will reflect our wish to improve the knowledge, skills and understanding of all staff, including non-teaching staff, so that they may feel confident about providing quality support for disabled pupils.

Equal opportunities policy

- 1.43 This school is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors. We oppose all forms of unlawful or unfair discrimination on the grounds of race, sex or disability and aim to ensure equal treatment for all.

- 1.44 Race: We will not tolerate any form of discrimination against anyone on racial grounds, ie on grounds of their colour, race, religion, nationality or ethnic or national origins. Harassment of anyone on racial grounds will be treated as discrimination and may include the following conduct :-
- a. physical harassment including gestures and assault;
 - b. verbal or written (including electronic communication) abuse, derogatory name-calling, insults, threats and racist jokes;
 - c. offensive visual displays including posters and graffiti;
 - d. issuing/wearing of racist materials, eg leaflets, magazines, insignia;
 - e. inciting others to behave in a racist manner;
 - f. making racist comments or suggestions in the course of discussions or lessons;
 - g. refusing to co-operate with others on racial grounds;
 - h. isolation or exclusion from social activities.
 - i. offensive visual displays including posters and graffiti.
- 1.45 Disability: We will not tolerate any form of discrimination against anyone on the grounds of any disability, physical or mental, that they may have. Harassment of anyone on such grounds will be treated as discrimination and may include :-
- a. physical harassment including gestures and assault;
 - b. verbal or written (including electronic communication) abuse of any kind
 - c. visual displays of offensive material including posters and graffiti;
 - d. refusing to co-operate with others on grounds of their disability;
 - e. isolation or exclusion from social activities;
 - f. making offensive remarks about a person's disability inside or outside lessons.
- 1.46 Informal Procedure for dealing with incidents of discrimination:
- a. Individual(s) subjected to any form of discrimination should try and resolve the problem informally before or instead of invoking the formal procedure.
 - b. Any incident should be reported to a member of staff who will consider with the individual or group how the problem might best be resolved on an informal basis. The member of staff will also inform the Deputy Head (Pastoral).
 - c. At any time during such process and/or if an informal approach proves unsuccessful in resolving the issue, the individual(s) may invoke the formal procedure.
- 1.47 Formal Procedure for dealing with any incident of discrimination or harassment
- a. Any such incident must be reported to the Deputy Head (Pastoral).
 - b. Any such incident will be recorded.
 - c. A senior member of staff will interview, within 72 hours of the alleged offence, the individual(s) against whom it was committed. Written statements will be taken at the interview and signed.
 - d. The senior member of staff will then interview the individual(s) who committed the alleged offence. Written statements will be taken at the interview and signed.
 - e. Parents/guardians of any pupils involved in the incident will be informed.
 - f. Victims of harassment/discrimination will receive appropriate support and counselling. All reasonable steps will be taken to protect the victim(s) from any retaliation.
 - g. The senior member of staff will report the outcome of his findings to the Headmaster who will decide whether any sanction is required.

Sanctions against breaches of equal opportunities policy

- 1.48 If a pupil or group of pupils is considered to have committed a breach of this policy, then the school will apply an appropriate sanction which will be recorded in the pupil's personal file. Members of staff with pastoral responsibility for the pupil(s) will be informed.
- 1.49 Appropriate sanctions include the following:-
- a. perpetrators of physical harassment may be suspended or expelled;
 - b. perpetrators of verbal abuse will be given school detention;
 - c. repeat offenders may be suspended or expelled.
- 1.50 Training: The Headmaster will ensure that all members of staff are fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race,

gender or disability and that pupils are aware of this policy. Where appropriate training can be identified it will be made available to members of staff.

1.51 Monitoring/Evaluation

- This policy will be kept under review and will be evaluated at least annually.
- An analysis of incidents will be undertaken with a view to informing or amending practices or procedures.
- Where discrimination has been found to have taken place those involved will be monitored to ensure there is no repetition.

1.52 Appeal to Conciliation Committee

Victim(s) not satisfied with the manner in which the complaint has been treated or the outcome of the complaint may appeal to the school's conciliation committee (except in the case of expulsion) where separate review procedures apply) whose task is to look at issues in an impartial and confidential manner. The convenor of this committee will arrange a meeting with the victim(s) which will be attended by the Headmaster, the Deputy Head (Pastoral) and, where relevant, appropriate and possible, the pupil or group of pupils considered to have committed a breach of this policy. The convenor will attempt to reach a resolution of the complaint and will notify the victim(s) of the committee's conclusions within fourteen days of the meeting.

Special Educational Needs (SEN) including English as an Additional Language and Gifted and Talented

1.53 This policy was reviewed and updated in November 2010 with regard to the SEN Code of Practice 2001 and in compliance with the provisions of the *SEN and Disability Act (2001)*.

1.54 The purpose of this policy is to both identify children that have Special Educational Needs (SEN) and also to examine how their needs can be met through inclusion and reasonable adjustments.

1.55 The school's SEN policy is reviewed regularly by the governing body and its effectiveness in identifying, assessing and providing for pupils with special educational needs is evaluated by the Headmaster in consultation with the Head of Learning Support.

1.56 The Governing Body, in consultation with the Headmaster and Head of Learning Support will determine:

- provision for pupils with special educational needs
- establish appropriate staffing and funding
- ensure that all involved in the education of a pupil with special educational needs are aware of those needs
- encourage such pupils' integration into all aspects of school life
- make any necessary and reasonable adjustments to our procedures and practices
- maintain a policy for the identification, assessment and support of pupils with special educational needs
- work in partnership with parents to support pupils with special educational needs
- work in partnership with external agencies where appropriate
- monitor the effectiveness of the school's policy on special educational needs

SEN Admissions procedure

1.57 Parents can indicate if their child has a physical disability, a learning difficulty or English as an additional language by ticking a box on the registration form. Parents of pupils with a formal statement of special needs should indicate by ticking this box, specifying what the special educational needs are and referring the school to the LEA concerned.

1.58 In the event of the box being ticked the Head of Learning Support, Headmaster or Head of Junior School will make contact with the parent. In the case of 'statemented' pupils the LEA which has issued the statement will be contacted.

1.59 Parents of the child may be invited into school for further discussion. Key questions will be asked regarding the nature of the problem.

1.60 For children with physical disability, reference should be made to the school's 'Accessibility Plan' and, where necessary, to specialist organisations regarding reasonable adjustments so that these may be made.

- 1.61 For children with learning difficulties parental requests about the examination will be considered but not automatically acceded to if special consideration of written papers can enable the child to have a more normal experience of the entrance exam.
- 1.62 In the entrance examination extra time will be made available (but not obligatory).
- 1.63 All invigilators will be made aware of the identity of any children in their group with learning difficulties, what those difficulties are (where known) and will be alert to any signs of distress, unease or incomprehension.
- 1.64 Clear instructions will be given to all invigilators about how to make the procedure of the examination equally accessible to all (see 'Guidance for invigilators').
- 1.65 In all other respects the pupils with learning difficulties or disabilities must be treated in such a way as to avoid making them stand out from their peers or embarrass them.
- 1.66 Markers will be made aware of those children with learning difficulties. Every effort must be made to ensure that the mark given reflects the child's ability and potential and that the marker does not mark the candidate 'down' by reason of his/her learning difficulty alone.
- 1.67 When examination results are analysed by both the Junior School and Senior School, those candidates with learning difficulties will be highlighted and papers will be re-assessed by the Head of Learning Support and/or the year group staff to ensure that the assessment of the candidate is fair and reasonable.
- 1.68 In the final meeting of staff to consider offers, note will be taken of any candidate whose performance may have been affected by a learning difficulty and that mark (and if necessary the candidate's paper) reconsidered.

SEN identification

- 1.69 There are entrance examinations for admission to all levels of the school below the Sixth Form. Although the school is selective, seeking to recruit pupils who will benefit from an academic education, the school recognises that some of these pupils may have special needs and that it is important to identify these needs in order to seek to provide equal opportunities for all. The school sees its purpose as enabling every individual pupil to achieve his or her individual best.
- 1.70 Pupils are screened for evidence of learning difficulties on entry to the school in Year 7 using a variety of NFER tests.
- 1.71 Teachers receive internal and external training on a range of special educational needs and are encouraged to raise concerns about possible SEN with the Head of Learning Support. These concerns will be discussed with parents and further basic testing will be considered.
- 1.72 Pupils with suspected special educational needs may be identified, and a further internal test can be used to provide further details. The Head of Learning Support will advise as to whether external specialist assessment is necessary. Full reports of this nature are not carried out by the school.
- 1.73 The Head of Learning Support or Head of Year liaises with parents of pupils who appear to have significant, specific learning difficulty to secure specialist assessment by external agencies.

SEN inclusion and reasonable adjustments

- 1.74 The aim of the school is that all pupils are treated as individuals and are entitled to develop self-esteem, to learn and to maximise their potential. The provision for pupils with particular needs or gifts and talents is the shared responsibility of all members of the school community.
- 1.75 The school is committed both to enriching the curriculum where appropriate to stretch and challenge able pupils, and to making the curriculum accessible to all students through differentiation and the use of varied teaching strategies.
- 1.76 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.
- 1.77 Whilst all pupils at King's are in the higher quartiles of potential achievement, some have difficulty in accessing certain aspects or areas of the curriculum, others excel in one or more areas, and a considerable number will benefit both from varied techniques used to address difficulties and from challenges.

- 1.78 Reference materials which may be consulted by staff are maintained by the Head of Learning Support and departments are encouraged to subscribe to commercial websites and to promote INSET in this area.
- 1.79 In-service training is offered and organised by the Head of Learning Support. Staff are, as necessary and appropriate, issued with circulars detailing the aims and targets of the learning support service, briefing papers on specific learning difficulties and checklists/referral forms to identify pupils with special educational needs.
- 1.80 The school supports pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible pupils are not withdrawn from the classroom. On the rare occasions where pupils on the SEN register are finding it difficult to access the full curriculum; reducing the timetable by one subject may be offered. This will not be an option for GCSE or A. level. Students will instead attend lessons within the Learning Support department. At least one of these lessons will be covered by a specialist teacher and from September 2011 these will be charged at an additional fee of £15.00 per hour.

SEN Learning Support

- 1.81 The Head of Learning Support maintains a register of pupils with special educational needs detailing names, year group, area of concern, the outcome of the assessment process, the 'stage' that each pupil is at and support being received. This information is also recorded on the school database system and is regularly updated.
- 1.82 The Head of Learning Support works closely with parents and teachers to plan an appropriate programme of support. Individual Development Plans (IDP's) reference the strategies used to support pupils on the SEN register. The IDP is distributed to all staff involved with the pupil. The effectiveness of the IDP is monitored and evaluated by the Head of Learning Support working with the pupil and those teaching him or her.
- 1.83 The Head of Learning Support liaises closely with the Examinations Officer to ensure access arrangement for external examinations have been made. The school, where possible, will always try to adhere to these access arrangements in end of year internal examinations.
- 1.84 Support sessions for pupils on the SEN register are organised and run by the Head of Learning Support to help pupils on the SEN register access the curriculum and reach their potential. Use is made of ICT programmes such as Star Spell.
- 1.85 For pupils with LEA statements, pupils' needs are reassessed each year according to the processes advised by the LEA 'annual review'.
- 1.86 Sister Sue Catherall, school nurse and Michael Harle, Deputy Head Pastoral, are the designated Child Protection Officers under the Children Act 1989.

English as an Additional Language (EAL)

- 1.87 Pupils are expected to be fluent in English; if English is an additional language the relevant box should be ticked on the application form.
- 1.88 EAL teaching is not normally provided but if a place is offered this will be arranged where appropriate; parents will bear the cost of such tuition.
- 1.89 Overseas pupils must be resident with family within a reasonable daily commute.
- 1.90 Overseas pupils must qualify through the appropriate examination in the usual way.

Gifted and Talented students

- 1.91 The School's philosophy underlying the teaching of Gifted & Talented pupils is as follows:
- To ensure that inspiring and engaging teaching, which challenges all to think, is at the heart of all that we do and that we equip students with a technical mastery and emphasize the beauty within each subject as well as connections with other subjects.
 - To ensure that extension and enrichment are an integral part of learning, using material that allows any student to be stretched, whilst encouraging those we believe to be especially talented to take up particular opportunities and encouraging scholarship at all times.

- To provide enrichment opportunities outside timetabled lessons that will stimulate gifted students.

1.92 Setting work for gifted students. It is important that schemes of work are planned to include material that differentiates between pupil ability and that stretches gifted students. Provision for gifted students might include

- Use of higher ability material (e.g. AS material at GCSE level)
- Use of more complex tasks for gifted students
- Less use of scaffolding and greater independence in task completion
- Extra reading material set around the subject matter
- Referral to websites and other sources relating to associated topics or materials

Successful provision for gifted students cannot simply be achieved on an ad hoc basis. Careful planning is essential to ensure that all departments maximize the potential of all gifted students.