

# Admissions Policy

ISI reference 15a

<b>Rationale for the Policy:</b>	This policy outlines the school's admissions procedures, including provisions for Special Educational Needs and disability (SEND) and English as an Additional Language (EAL).
<b>Policy aim:</b>	

<b>Author:</b>	Alice Gibbons, Admissions Manager  External Relations Committee and GSAL SLT  September 2023
<b>Agreed and Authorised by:</b>	
<b>Date agreed:</b>	

<b>Date of review:</b>	June 2023
<b>Dates of interim amendments/updates:</b>	

<b>Category:</b>	Internal/External  All staff/parents/visitors
<b>Circulation and publication:</b>	

**The School runs on FREDIE principles: Fairness, Respect, Equity, Diversity, Inclusion and Engagement**

# GSAL Admissions Policy 2023-24

---

The Grammar School at Leeds (the “school”) was founded to provide an excellent education to academically talented pupils from across the region. The school is committed to making admissions decisions in a fair, transparent and consistent way. This policy outlines how the school makes offers, and its provisions for Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL). This policy has been developed in accordance with the FREDIE principles of; Fairness, Respect, Equity, Diversity, Inclusion and Engagement as part the National Centre for Diversity’s framework. This policy covers all entry points to the school from nursery to sixth form and complies with the Equality Act 2010 to ensure that we don’t discriminate on the grounds of sex, race, disability, pregnancy, marital status, sexual orientation, gender reassignment, religion or belief. The aim of our admissions policy is to ensure that we admit pupils who we believe will thrive and excel in our high achieving academic environment, so as to best set pupils up for success.

## Admissions procedure

1. The school is an academically selective school and equal opportunity will be given irrespective of a child’s race; religion or belief; disability and /or special educational needs (subject to paragraph 34 below); sex; sexual orientation; gender reassignment; pregnancy or marital status. All children undertake an assessment which reflects their age and the curriculum whether they are entering at nursery or sixth form.
2. For those applying for places in Nursery – Year 1, the assessment is informal and focusses on understanding a child’s language ability, the way that they interact with other children and adults, to ensure they have the maturity and skills to thrive in an education environment. For Years 2-6 children take age-appropriate assessments in maths and English, as well as an interview with a member of our primary team.
3. Admission to Year 7 involves assessments in maths, English reading and English writing, as well as an interview with a member of our academic team.
4. Admission to Years 8 – 10 involves assessments in maths, English, languages and science, as well as an interview with the respective Head of Year or similar.
5. Admission to the sixth form for external candidates involves assessments in maths and English, and is conditional upon GCSE results. This takes account of a proven record of appropriate attitude and determination, a strong report and reference from the previous school, and performance within the assessment and at interview.
6. Progression from Nursery to Reception, Reception to Year 1, Year 2 to Year 3, Year 6 to Year 7, whilst usually the norm, is not guaranteed and will depend on the pupil meeting the academic criteria and the school’s expectations regarding behaviour and conduct at each stage. Existing Year 11 pupils will normally progress to Year 12 provided that they meet the subject requirements for four A-levels, have demonstrated that they support the values and ethos of the school, and will make a positive contribution to the sixth form community.

7. The school does not normally accept applications for Year 11 or Year 13 due to the structure of the GCSE and A-level curriculum.
8. Most children start full-time education in the September after their fourth birthday. In instances where parents or guardians feel their child may not be ready to start school, for example summer born children or those with special educational needs, the child may start school in the September after their fifth birthday. This will ordinarily be in Year 1, to fit in with the child's year group. Before taking the decision to delay a child's entry to school, parents or guardians may wish to consider carefully the disadvantages to a child of missing out on Reception education and social interaction.
9. Families wishing to apply for a place outside of their child's age group should contact the school before applying and requests of this nature will be reviewed individually, with the decision to allow an out of year application being at the discretion of our Principal, whose decision shall be final. In considering whether or not to allow a child to start school out of year, the school will take into consideration a number of factors, including:
  - a. the pupil's academic ability
  - b. the pupil's social awareness in relation to their peer group
  - c. pre-existing arrangements, for example if the pupil has previously been moved out of year at another school
  - d. any relevant disability or special educational needs.
10. Admission to the school is subject to place availability. Pupils who perform satisfactorily throughout the application process but cannot be offered a place due to limited spaces will be placed on a waiting list. A pupil's position on the waiting list is determined by their performance throughout the application process and their position may change each time a new pupil is added to or removed from the waiting list. If a place becomes available, it will be offered to the pupil at the top of the waiting list. The school maintains the waiting lists until 31 October in the academic year of entry, at which point pupils who are still interested in a place should complete a new application for the following academic year. The school will not share a pupil's position on the waiting list with families.
11. The deadline for applications (except for sixth form) for September 2024 is 30 November 2023. However, if applying for a Year 7 bursary the deadline is 30 September 2023. The application deadline for sixth form full fee and bursary places is 31 December 2023. The entrance assessments will take place in the first half of the spring term, although later admissions are allowed if places are available.
12. The school takes into account a range of information when deciding to make an offer including the outcome of the assessment, interview performance, nursery or school report, confidential reference and pupil and parent conduct during the admissions process and any other information it deems relevant in establishing whether the school is able to provide the best environment for a child to achieve their potential. The school will not share the assessment results with families.
13. Deadlines for accepting offers for applications submitted before our application deadlines are in line with The Heads' Conference (HMC) protocols. Acceptance deadlines for late applications are typically two weeks from the date of offer. Acceptance must be accompanied by the payment of a deposit on the terms set out in the school's parent contract. If an offer is not accepted, with payment of the deposit, within the deadline, the offer lapses automatically.

14. An offer of admission is only valid for the date and year group as outlined within the offer letter and cannot be deferred to the following year. If a pupil's desired start date changes after the offer is made by the school, the parent or guardian must formally decline the offer made for the pupil's admission and, should they wish to do so, must submit a new application for their desired start date.
15. No priority in the admissions process is given either to siblings of a child already at the school or to siblings applying for admission at the same time, where one child may receive an offer and the other not. Furthermore, no priority in the admissions process is given to children of staff members employed by the school.
16. The school considers its duty of care to staff and other pupils when deciding to make an offer to ensure that it continues to foster a community where everyone is treated with respect, dignity and courtesy at all times. Conduct which is deemed to be contrary to these values may be considered unreasonable behaviour and the school holds the right not to proceed with an application.
17. The school actively encourages close links with parents and staff and encourages a positive relationship based on trust between school and home. If, at the Principal's discretion, there has been a breakdown of this trust then the school has the right not to proceed with an application.
18. Pupils joining from other fee-paying schools need to ensure that there are no monies outstanding before joining GSAL, and the school may seek confirmation from the child's current school that there are no fees outstanding before admitting the pupil. Similarly, GSAL families who are looking for additional children to join the school, must have a proven fee payment history.
19. A limited number of means-tested bursaries are available at Year 7 and sixth form, offering 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 school. Please see the separate Bursary Policy for more information.
20. At the Principal's discretion, students who have previously been excluded or asked to withdraw may be considered for re-entry after a minimum of 2 years and will be subject to the above assessment procedures. Other factors will also be considered including the likely impact on other pupils and staff.
21. Pupils who leave school and subsequently seek to be re-admitted will be subject to the same admissions procedure as new pupils.
22. If an application is found to be fraudulent or materially inaccurate or information is withheld which the school deems to be relevant when assessing a pupil for admission the school reserves the right to make the application null and void.
23. The school holds a sponsor licence which enables it to enrol overseas pupils on a student visa. Families who require sponsorship should contact the school before submitting an application. All pupils who are subject to immigration control must provide the necessary documentation to prove their right to study in the UK prior to enrolment.
24. All parents or guardians of a child offered a place at the school will be required upon acceptance to confirm they have read and agree to the school's parent contract, setting out the terms and conditions of the child's continued attendance at the school. A copy of this contract can be available upon request. The child will not be permitted to attend the school without this agreement.

## **Admission into the sixth form**

### **External candidates**

25. There are three criteria which must be satisfied by external candidates for entry into sixth form:
- a. Academic achievement and potential – candidates should have obtained at least six grade 6s at GCSE with at least grade 5 in both English and maths. In addition candidates will have to satisfy the subject specific requirements for their chosen four A-level courses. Candidates seeking a bursary are expected to achieve grade 7+ at GCSE (or equivalent) across most subjects. All candidates will also sit assessments in maths and English and be interviewed on Saturday 20 January.
  - b. Industry and determination – candidates must have demonstrated that they are capable of working to deadlines and meeting the academic expectations of their teachers, commensurate with their potential.
  - c. Conduct and attitude – a candidate's school record during the Years 10 and 11 must indicate a readiness to work hard and to respect the school's rules and policies.
26. A candidate's ability to meet these criteria will be gathered through interview, assessment, and school reports and references (including predicted grades). Where the number of qualified candidates exceed the number of places available students will be ranked based on the entry criteria.
27. External candidates to sixth form receive a personalised conditional offer which details the GCSE grades they need to achieve to be admitted. The school reserves the right to make candidates an alternative offer if it feels that this is in the best interest of the student based on their academic ability. For example if a candidate doesn't achieve the GCSE's required to achieve to study specific subjects, the school may allow the student to take different A-levels, providing the student still meets the general entry requirements for sixth form. The final offer decision to enrol a candidate will be based on their GCSE results.

### **Internal candidates**

28. Internal candidates at The Grammar School at Leeds are normally expected to progress into the sixth form, provided that they meet the subject requirements for four A-levels, have demonstrated that they support the values and ethos of the school, and will make a positive contribution to the sixth form community. All students will be offered an opportunity to discuss their A-level subject choices.

### **External and internal candidates**

29. In some exceptional cases, those who do not meet each of these criteria may be admitted to the sixth form at the Principal's discretion. In such cases, transfer from Year 12 to Year 13 will be conditional upon the pupil's record during Year 12 and their examination results.

### **Special Educational Needs and Disability (SEND)**

30. The school's admissions policy is to select for admission those children judged best able to benefit from the education offered at the school. The criteria used in the entrance procedures will seek to maintain the academic standards of the school. The school welcomes applications from all candidates who have the ability and aptitude to benefit from the education provided by the school, including those with Special Educational Needs and Disability.

31. Parents or guardians of pupils with Special Educational Needs and/or a disability, including those with an Education, Health and Care Plan (EHCP), are required to indicate this on their online application form when asked '*Does your child have special educational needs?*' or '*Does your child have a disability?*' In the event of the box being ticked, the admissions department will make contact with the parent to gather background information on the child's needs and may invite the parent into school for further discussion with the school's Individual Needs (IN) department.
32. For children with SEND, parents or guardians should refer to the school's Accessibility Plan and Individual Needs Policy.
33. For children with SEND, parental requests for access arrangements within the entrance examination must be accompanied by a report from a specialist teacher/educational psychologist or by a medical report or other expert, as applicable. Requests will then be considered by the school and discussed with parents. In all cases the school follows Joint Council for Qualifications (JCQ) regulations when determining access arrangements within the entrance examination.
34. Where required, candidates with SEND will have their papers reviewed by the Director of Individual Needs and /or the year group staff to ensure that their individual needs have been taken into account.
35. When the Admissions Committee meets to consider offers, due consideration will be given to any candidate whose performance may have been affected by SEND. However, if reasonable adjustments have been put in place during the assessment process and the candidate fails to meet the academic standards of the examination, the school retains the right not to offer the candidate a place regardless of Special Educational Need or disability where it reasonably decides that other candidates are better able to benefit from the education provided at the school.
36. Where possible, the school will make reasonable adjustments to (a) ensure that the school's facilities are made accessible to children who have disabilities; and (b) accommodate during the assessment activities and the admissions process the needs of applicants who have special educational needs and disabilities. The school will determine what adjustments are reasonable based on the information provided by the family, the expertise of the School's IN department and Joint Council for Qualifications (JCQ) guidance.
37. There may be exceptional cases in which the school is unable to offer a child with SEND a place for reasons relating to a child's disability, for example if, despite reasonable adjustments, the school considers 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.
38. Where the school is informed that a parent has a Special Educational Need or Disability which impacts on their ability to engage with the school as part of their child's entrance examination then the school will make reasonable adjustments to ensure the parent is involved in the process.

#### **English as an additional language**

39. The school welcomes pupils for whom English is an additional language, provided that they can access the curriculum within current levels of provision. These pupils may be required to sit an additional assessment so that the school can gain a greater understanding of their English levels. The school reserves the right not to admit pupils whose needs it cannot meet.

## **Admissions decisions**

40. Admission decisions will be taken by an Admissions Committee comprising members of the school's Senior Leadership Team, members of staff experienced in the teaching of the relevant year group(s) and, where required, members of the IN (Individual Needs) team.

## **Appeals**

41. Any parent wishing to question a decision or offer should in the first instance raise the matter in writing with the Admissions Manager. This should be within five working days of being notified of the school's decision.
42. The Admissions Manager will respond in writing within five working days, giving the reason for the decision.
43. If the parent feels that their concerns have not been fully and fairly considered, they should write to the Principal within five working days detailing how the school's admissions policy has not been followed.
44. The Principal will review the case and will respond within 10 working days. The Principal's decision will be final.
45. Previous nursery or school reports and references, assessment scores and the record or evaluation of any interviews remain confidential to the school.

**September 2023**