

ADMISSIONS POLICY

Last reviewed: January 2018

Next review: January 2019



RATIONALE

Fulneck School exists to provide high quality educational opportunities and experiences in an environment of Christian care. This policy seeks to ensure compliance with the school's charitable purpose in providing independent education for boys and girls between the ages of 3 and 18. It also seeks to set selection criteria and procedures which are transparent, fair and consistent with this charitable purpose. It is expected that all pupils will be willing to contribute to and benefit from the ethos and activities of our school community.

PROCEDURES

Pupils between the ages of 3 and 18 will be considered for entry to Fulneck at any stage. The procedures relating to the format of the assessment for various age groups governing admissions to the school are documented in the appendix.

The admissions process will examine the pupils' academic ability and potential as well as their social and behavioural development. It will also seek to identify any particular pastoral and/or special educational needs of the prospective pupil.

The Registrar will be the initial point of contact for a prospective parent and will deal with all stages of the enquiry up to the point of registration. Completed registration forms must be received by the school prior to an assessment day. The Registrar will coordinate the assessment of prospective pupils.

Immediately on receipt, in the case of pupils transferring from other schools, a reference request is sent to the current school asking for a return as soon as possible.

It is expected that whenever possible, prospective pupils and parents will visit the school prior to the assessment. The Principal/Head of Senior School/Head of Junior School/Head of Sixth Form/Head of Boarding, or other delegated members of staff, will be responsible for showing prospective parents and pupils round the school.

New pupils up to and including Year 9 will be considered for admission to the school at any time during the academic year although the main assessment session will take place in January each year for entry to Year 7 in the following September.

Assessments are normally carried out during a full day (except for entry to the Early Years Foundation Stage). This enables prospective pupils not only to undertake the formal examinations/assessments but also to spend time with their peer group.

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Following the completion of the entrance examination but before an offer is made to a prospective pupil the school will consider, where appropriate:

- recent school reports issued to the pupil and supplied by the parents
- a confidential report from the pupil's current school to ascertain acceptable standards of behaviour
- any special needs or medical conditions of which the school should be aware and if there are any behavioural or other concerns a conditional clause will be included in the offer letter

Prior to the offer of a place the school needs to feel confident that the prospective pupil will respond to the education provided and will develop to his or her full potential, enabling him or her to have a successful, happy and fulfilling school career.

FINANCIAL SUPPORT

As part of its admissions procedures, the school will seek to identify pupils who might merit financial support on the grounds of their academic ability, financial needs, likely contribution to the wider life of the school and the pupil's potential to benefit from the education offered at Fulneck. It will endeavour, within financial limitations, to offer assistance with fees to families for whom the cost may be prohibitive. Flexible payment methods, means tested financial bursaries and scholarships awarded on merit may be considered.

EQUAL OPPORTUNITIES

The admission procedures to Fulneck School are consistent with the whole-school policy on equal opportunities. At the same time, the school reserves the right to assess the needs of each child and make a judgement about the ability of the school to meet those needs. Where the school feels that it is unable adequately to cater for a child's needs it reserves the right to refuse admission.

BOARDERS

Appropriate arrangements will be made for prospective overseas boarders to take the examination papers under appropriate invigilation. This is followed, where possible, by a web based interview as outlined in the appendix. Prospective UK based boarders and their parents will be expected to visit the school.

DIFFERENTIATION

Pupils with Special Educational Needs previously identified by an Educational Psychologist's or Specialist Teacher's report (copies of which should be sent to the school when a pupil is registered) may be granted special provision during the undifferentiated assessment, including extra time or the assistance of a reader, as appropriate.

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CONDITIONS OF ADMISSION

Before a child is fully admitted into the school, parents are required to sign a contract. Continuance at the school is then conditional upon adherence to the terms of this contract. It is expected that a supportive, positive and communicative home-school partnership will be maintained.

SHORT TERM ADMISSIONS

When there are spare places in the boarding houses, consideration will be given to applications from 'short stay boarders'. The school regularly receives such applications from German, Russian, Spanish and Italian students who are looking for an English school experience.

Fulneck School will aim to accommodate these students and place them in the year group appropriate to their ability so that they can immerse themselves in the English language. Set placement will depend on pressure of numbers in each set.

Students who are coming to Fulneck for just one or two terms will not usually be accepted onto the Pre- A level Foundation Course.

APPENDIX 1

EARLY YEARS FOUNDATION STAGE

All children will come to school for an assessment session. Staff observing the child will look for evidence of the following, based on Foundation Stage profiles: social behaviour; Speech/conversation; communication with peers/adults; familiarity with numbers; recognition of colours/objects; physical development; drawing/ general.

KEY STAGE ONE

Entry to Years 1 and 2 is based on informal assessment of their interaction with other pupils and their participation in numeracy and literacy sessions.

KEY STAGE TWO

The format of the day is similar to that for key stage 1 although more formal assessment will take place in English and Maths.

KEY STAGES THREE AND FOUR

All Year 7 candidates, including those moving from Fulneck's Junior School, are required to take the senior school's entrance examination papers in Maths, English (creative writing) and Verbal or Non-Verbal Reasoning. The Maths and English papers are designed to assess the level of each pupil and are marked internally by departmental Heads, whereas the verbal/ non-verbal reason test yields additional useful information about a pupil's potential.

Candidates for entry to years 8, 9 and 10 are examined in Maths and English which includes both comprehension and creative writing.

SIXTH FORM (KEY STAGE 5)

In addition to meeting the general terms of the School Admissions Policy, applicants for places in the Sixth Form Advanced level course must have satisfied the following criteria:

- certification in a minimum of five subjects at (I)GCSE level grades A* - C

UK applicants will be interviewed, with their parents, by the Head of Sixth Form prior to receiving any offer of a place. Overseas students for whom English is not their first language are expected to have attained a minimum I.E.L.T.S. score of 5.5, in order to ensure their ability to access the Advanced level curriculum. Where possible, overseas students will have a Skype Interview with the Principal or a member of the Admissions Team to assess their level of spoken English.

Progression to A2 level in the Upper Sixth year is dependent for all students upon satisfactory performance in the Lower Sixth Year. 'Satisfactory performance' is normally represented by a minimum AS pass grade of D in any subject proposed for A2 level study.

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LEARNING SUPPORT UNIT (LSU) ADMISSIONS POLICY

The Learning Support Unit (LSU) is an integral part of both the Junior and Senior sections of Fulneck School. Since 1997 the Unit has had CReSTeD DU status. This accreditation identifies Fulneck as one of a minority of schools where pupils are withdrawn from lessons to be taught multi-sensory lessons by qualified Dyslexia teachers who can implement strategies to assist Dyslexic pupils with their learning. The academic teaching staff at Fulneck are also aware of Dyslexia and a variety of other special needs and implement strategies within their subject areas to help Dyslexic pupils. There is only one other Independent School in the North of England with this accreditation.

The unit has two Dyslexia specialists one of whom is a member of the British Dyslexia Association. Another member of staff has expertise within Dyslexia and Mathematics. With this level of expertise, Fulneck attracts a range of SEND pupils, including some with Autism but the strength of the Unit is in supporting Dyslexic students and helping them to access the full school curriculum. The school nurse is also involved with the monitoring, mentoring and care of all SEND pupils when required.

- Fulneck School reserves the right to deny entry to any pupil if it is agreed that the pupil would not benefit from the teaching programmes, curriculum and resources on offer.
- Fulneck School will limit the number of SEND or pupils with EHC plans within any one year group to ensure that the needs of each individual child can be met appropriately and monitored effectively.
- Any application for entry to Fulneck School, where SEND is required, will be judged on a one to one basis, then the needs of the individual pupil will always be considered alongside the availability of qualified staff.

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