

ADMISSIONS POLICY

This policy is a 'whole school' policy and relates to both the Senior School and the Junior School (including the Early Years Foundation Stage.)

Introduction

This policy has been authorised by the School Committee (governing body) of Bootham School. It is addressed to prospective parents and students, and to all members of the teaching and administration staff.

The Policy

The **aims** of this policy are:

- 1) To ensure compliance with the School's charitable purposes. Bootham School is a School with the ethos of the Religious Society of Friends and is a broadly selective school for pupils aged 3 - 18.
- 2) To identify and admit children who will benefit from a broad 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) We welcome children from different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected, but are balanced by 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 according to the school's Equality Policy.
- 4) We expect all of our pupils to attend the School's Meetings for Worship, which are fundamental to our ethos.
- 5) We welcome those with disabilities and will do all we can that is reasonable to ensure all aspects of our School's educational experience are made accessible to children with disabilities. The nature of our Senior School buildings, which are historic and on several floors, currently places limitations on access. When a disability or special educational need is made known to us, we will consult with parents and make reasonable adjustments to our admissions procedure and arrangements to enable a child, if s/he is able, to satisfy our admission requirements.

Procedures

- 1) The School operates an Admissions procedure which has several elements (not all of which will be relevant at all entry points).
- 2) 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.
- 3) Entry Points: pupils are usually admitted at '3+', 4+, 11+, 13+ or 16+. They may be admitted into most other year groups should space be available.
- 4) Entry Assessments are as follows:
 - a) Early years: pupils are normally admitted to the school the term after they turn 3. Occasionally, children may be admitted in the term that they will turn 3 ('rising 3') if it is developmentally appropriate. A place will be offered in Nursery with the intention of the child transferring into the reception class. If this is not the intention, the parents must

make this clear when accepting the place or by submitting written notice of one full school term. Those children who are joining reception from nursery will be given priority for the choice of nursery sessions available. Prospective pupils will be invited into school for an observation day, during which an assessment will be made. This will usually be within the classroom setting and the class teacher will make a recommendation to the Headteacher. The assessment will include elements of:

- i) Communication, both verbally and non-verbally with both adults and peers
 - ii) Social Development - level of ability to work and play as part of a group; relationship to others
 - iii) Recognition of colour, shape, letters, words
 - iv) Hand/eye co-ordination
 - v) Personal Hygiene - our expectation is that children will be toilet trained prior to joining early years
- b) For Years 1 to 6: the usual point of entry is at the beginning of each academic year. Prospective pupils will be invited in to school for an observation day, during which an assessment will be made. The nature and formality of the assessment will vary according to the age of the pupil. The assessment, which will happen within the class setting, will consider aspects of:
- i) Social development - the level of ability to work and play as part of a group
 - ii) Conversation - the level of effective communication with adults and peers
 - iii) Ability to cope with the level of work in the chosen year group
- c) Transfer from the junior to senior part of the school is dependent on a pupil's ability to cope with the academic rigour of the senior school
- i) The assessment is made by the Head of the Junior School, who will normally notify parents of pupils while they are in Year 4 if there are concerns about this
 - ii) For pupils entering at the start of, or during, Years 5 and 6, an assessment will be made at entry of their likely ability to manage the transfer to the senior school, but no guarantee of transfer will be made until sufficient time has been spent in school to allow a full assessment to be made
 - iii) Pupils in Year 6 will otherwise transfer to the senior school
- d) Students are required to understand and speak English sufficiently to access the school curriculum at their age-related stage
- e) For Years 7 (11+) and 9 (13+): the school sets its own tests in English and Maths, and (for 13+ and above) in a Modern Foreign Language.
- f) For 16+ candidates, a reasonable performance in GCSE examinations or their equivalent is expected. The minimum level to be achieved is published in information to prospective candidates. It consists of a general level and a subject-specific level in some cases.
- g) For entry into other year groups: the School sets its own entry tests which may include certain core/option subjects as appropriate.
- 5) Entrance interviews (for entry at 11+ and older) are of two kinds:
- a) A general interview, usually with the Head, to explore the prospective student's interests, attitude to school, personal qualities, ability to contribute to our School community, support available at home and any relevant connection with the School.
 - b) Subject Choices interview: at 16+ there will usually be an option interview to explore the prospective student's academic ability in a particular subject or range of subjects. For some subjects, the candidate may be asked to produce samples of her/his work.
- 6) References will be sought from the student's current school (where relevant). These will seek information about the student's academic ability, attitude, behaviour, involvement with the school community, talents and interests and other special circumstances such as special educational needs or disability. The reference may also include the results of tests

taken at the school, such as NFER, SATs or MidYis and a predicted grade at GCSE, if appropriate.

- 7) Usually, students are placed in a similarly-aged cohort. However, we may offer places to students a year ahead or behind such a cohort if we consider, as a matter of professional judgement, that this would be in the best interest of the student and the School.
- 8) Special circumstances can, we recognise, affect a prospective student's performance. For example:
 - a) If s/he is unwell when taking tests or has had a lengthy absence from school
 - b) If there are particular family circumstances, such as a recent bereavement
 - c) If there is a relevant educational history - for example, education outside the English system
 - d) If the student has a specific learning difficulty or a disability
 - e) If English is not the student's first language
 - i) In each of these cases, we may request further information such as a medical certificate or psychologist's report and any associated correspondence or details from the student's current school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment. We ask parents to disclose, as soon as possible, any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.
- 9) Prior to the offer of a place the school needs to feel confident that the pupil will respond to the education provided and will develop to their full potential, enabling them to have a successful, happy and fulfilling school career.
- 10) These admission procedures 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.

Numbers

The School will set its number of pupils according to

- 1) Overall School capacity
- 2) Individual class or set size
- 3) The capacity of boarding (where relevant)
- 4) The number of suitably qualified candidates

If the School is oversubscribed and decisions have to be made between two or more prospective students who meet our admission requirement after all appropriate allowances and special consideration has been given, we will give preference to children of Members or Attenders of the Religious Society of Friends. Further preferences with consideration will also be given to:

- 5) A sibling
- 6) A child seeking a boarding place (in the Senior School)
- 7) A child with a particular skill, talent or aptitude
- 8) A child who has been registered the longest

No order of priority is to be inferred from this list.

Appeals

The Registrar will be happy to explain the Admissions Policy in the first instance. Where the parents of a prospective pupil who is unsuccessful at gaining a place have a specific concern, they should contact the Head of either the Junior or Senior parts of the School. The Head of

Bootham School will have the final say on who is admitted to the School. However, where parents feel that there has been a misapplication of the Admissions Policy, or if they have another, specific concern about which the Head is unable to satisfy them, they have a right of appeal to the School Committee (Governors) according to the School’s Complaints Procedure.

CPJ
Education Committee

Date of last review: May 2018
Person Responsible: Head
Reviewed by: Education Committee
Approval Group: Governors’ Meeting
Date of next review: May 2021

Note: This Policy will be checked and updated, on an annual basis, for matters of fact and process.