STOCKPORT GRAMMAR SCHOOL

WHOLE SCHOOL POLICY

ADMISSION POLICY & PROCEDURES

(Reviewed by Governors 13.10.20)

Authority and circulation

1. This policy has been authorised by the Governors of Stockport Grammar School. 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. Stockport Grammar School is a selective school for girls and boys 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 to the Junior School or Senior School who has met the academic criteria. We undertake an informal assessment of children entering the Nursery.

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 candidates 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.

4. **Disability and Special Educational Needs**: The School has limited facilities for disabled pupils but will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 2014 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

   The School needs to be aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

   The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

   Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

Senior School Procedures

5. **Summary:** Our admission procedure has four elements -

   5.1. Competitive entry tests;

   5.2. Interviews;

   5.3. Character recommendations;

   5.4. Disability assessments (if applicable).

6. **Entry points**: These procedures apply at the two main points of entry: 11+ and 16+ and also to candidates for occasional vacancies in any other year group.

7. **Entry tests**: These are as follows:

   7.1. At 11+ candidates take common papers in Mathematics, English and Verbal Reasoning set by the School. .

   7.2. For admission to other year groups, the school sets its own tests in certain core/option subjects as appropriate.

   Access arrangements may be applied to these tests to remove any barrier to the candidate performing to their ability. Decisions about access arrangements are made on the basis of information provided by parents and by the current school.

8. **Interviews**: These are of two kinds -

   8.1. **General interviews:** In all cases there will be a general interview to explore the candidate'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.

   8.2. **Option interview:** At 16+ there may also be an "option interview" to explore a candidate's academic ability in a particular subject. For certain option subjects (such as Art) candidates may be asked to submit samples of their work.

Junior School Procedures

9. **Summary:** Our admission procedure has four elements -

   9.1. Ability assessment;

   9.2. Interviews;

   9.3. Current school report (where applicable);

   9.4. Disability assessments (if applicable).

10. **Entry points:** These procedures vary according to the point of entry and the age of the child at the time of assessment. The main points of entry are at 3+, 4+ and 7+; children may also join the School in other year groups, where places are available.

11. **Entry tests**: These are as follows:

11.1. At 3+: Children may join the School in the term in which they turn three. Parents interested in a place in our Pre-Reception attend, with their children, an invitation morning where they have the chance to meet and talk to staff, and the children can get used to their new surroundings. The Pre-Reception staff observe the children as they play and interact in small groups. Offers of places are made following these informal assessments.

11.2. At 4+: Children applying to join our Reception classes are informally observed during a morning of activities.

11.3. Years 1-6: Children are invited into school for a taster day which includes assessment. The younger children (Years 1-2) spend time in the classroom working with their teacher; assessments for older children (Years 3-6) are in English, Mathematics, reading and non-verbal reasoning.

12. **Report from current school:** For children of school age, a report from their current school is essential. For younger children, information from the child's current nursery/playgroup is requested where relevant. The Head of the candidate's current school may also be asked to provide a written reference.

Whole School Procedures

13. **Candidate'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.

14. **Special circumstances:** We recognise that a candidate's performance may be affected by particular circumstances, for example -

14.1. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;

14.2. If there are particular family circumstances such as a recent bereavement;

14.3. If there is a relevant educational history, for example education outside the British system;

14.4. If the candidate has a disability or specific learning difficulties (access arrangements may be applied to allow the candidate to perform to their ability);

14.5. If English is not the candidate'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.

15. **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.

16. **Additional factors**: In the event that the School is oversubscribed and if we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration has been given, we may give preference to:-

16.1. A child who already has a brother/sister in the school;

16.2. A child whose parent is a current member of our staff;

16.3. A child with a particular skill, talent or aptitude.

Authorised by Chairman of Governors	Christopher Dunn
Date	13.10.2020

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