



Admissions Policy

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Alun Millington

Review 07/19

1. Statement of Purpose

Redhill High School is a co-educational independent school for pupils aged 11 – 16. Subject to spaces being available, places are offered to students in Years 7-11. This policy and its procedures have been authorised by the Board of Directors of Redhill High School in compliance with the Education Act 2002, the Equality Act 2010 and related legislation. It applies to all admissions.

2. The Admissions Process

The Entrance Assessment Process takes place principally in February for places in the following academic year. Parents are encouraged to first visit the School, if possible, with their child. Please ring the Headmaster, Mr Alun Millington on 07368 200207 or email headmaster@redhillhighschool.co.uk for an appointment.

3. The Admissions Ethos / Equal Treatment

We very much want to ensure that all students admitted to the School will find it an environment in which they can feel happy and secure, and in which they can flourish and succeed. Our entry procedures are designed to help make decisions that best suit the individual child.

We believe that every person has the same rights and is entitled to the same opportunities, regardless of race, religion, ethnic origin, gender, sexual orientation, social background, nationality, disability, or area of residence. When assessing candidates for admissions, Redhill High School does not discriminate on any of these grounds for the student (or their parents).

4. Selection

The preconditions for selection are that:

- The candidate is of the appropriate age and sufficient maturity;
- Having made reasonable adjustments, the School is able to cater for any special educational needs or disabilities the candidate may have (see further below);
- The candidate's present school reports satisfactory attitudes and conduct on the part of the parents and the candidate.

The academic criteria for selection for the School are:

- Success in the entrance assessments;
- A positive recommendation from the Headmaster of the candidate's present school;
- A set of school reports for the previous two years, indicating academic ability and / or potential sufficient to meet the standards demanded in the Redhill curriculum;
- Interview/conversation with the Headmaster, Mr Millington, usually on an earlier visit/tour.

Preference factors (subject to the selection criteria above) are that the candidate has special aptitudes or gifts; the School is looking for well-rounded and balanced students and those with exceptional abilities in sports, music and the arts. The aim of assessments is to judge whether a child will be able to cope with the curriculum that leads to GCSE. Entrance Assessments are always used for students in Years 7-10, and then if felt necessary in Year 11.

The assessments are in Maths and English, each paper lasting one hour. They are sat consecutively. The Maths paper is a representative sample of questions of escalating difficulty, from straightforward, age-appropriate questions to more complex and advanced work. The English Paper has a comprehension element and a section of extended writing.

The School curriculum does not suit any student below the national average ability band and standardised scores of a minimum of 100 average are thus an appropriate expectation of required academic standard.

5. Communicating the Results of the Process

Parents are usually informed of the results of the assessments within 10 days, by phone call or included within the offer letter. They will receive an offer letter, outlining the offer of a place and any Scholarship that is to be applied. It is not the practice of the School to release either specific Scholarship results or details of each child's outcome, including and especially Scholarships offered. Scholarships will be offered for general academic ability and / or potential in Maths, English or both. At this juncture, the School does not offer specific sporting or musical Scholarships, but there are discretionary discounts that can

be applied by the Headmaster which can be used to reward exceptional talent in these areas.

6. ALN

When registering for admission via the Application Form, parents of a child who has any disability or Additional Learning Needs are asked to provide salient details on the registration form. It is helpful to have this information, such as a recent educational psychologist's report, in advance of any visit to the school so that the School can assess the student's needs and ensure that adequate facilities can be provided throughout the admissions process. Likewise, account is taken of other learning difficulties and/or disabilities during assessment through an educational psychologist's report. Students with significant learning difficulties or disabilities are provided with IEPs.

Upon receipt of a formal offer, parents complete an acceptance form which acts as a contract between the School and the parents. Details of any disability, special educational needs or learning difficulty must be declared on this form. Where a specific learning difficulty is not identified by an educational psychologist's report, the School will use the ISC Reasonable Adjustments Checklist, before determining whether there is a duty to make reasonable adjustments. This decision will also be made with reference to the Equality and Human Rights Commission publication on reasonable adjustments.

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/reasonable_adjustments_for_disabled_pupils_guidance_pdf.pdf

The School can support dyslexic students, which is done by integrating the pupils fully into the curriculum but providing extra specialist support in English, where deemed appropriate by the Headmaster. To this end, dyslexic students can be withdrawn from lessons by arrangement for specialist support individually or in small groups.

7. Reviewing the policy

This policy will be discussed, reviewed and revised annually, in consultation with the Board of Directors.