



REDHILL HIGH SCHOOL
- CLYNDERWEN -

Admissions Policy

1. Scope

Redhill High School is a co-educational independent school for pupils aged 11 – 18. 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 November 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 01437 211003 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).

The School Application Form has a section where any Medical Needs / Disabilities / Additional Learning Needs should be declared. Information in support of this section must be provided by parents with the Application, as stated on the Form. Clarification of any such information will be sought from parents and, where appropriate, their existing setting, prior to commencing the Admissions Process. Should reasonable adjustments be required these will be discussed with parents and agreed in advance.

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:

- An interview with the student.
- Success in the entrance assessments.
- A positive recommendation from the Headteacher 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.

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. Entrance Assessments are always used for students in Years 7-9, and then if felt necessary in Year 10 and 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. Sixth Form entry

Students in the current Year 11 will be sent a letter in the Michaelmas Term to ask about their intentions for Sixth Form. Following this, it can be agreed that a place will be reserved for Sixth Form entry, and discussion about scholarships can also take place at this stage. An offer letter will be generated and students

should confirm their intention to return within a two-week deadline period to allow the school to plan its provision.

Students wishing to join the Sixth Form from other schools should follow the procedures below:

- Initial enquiry via School Office
- Visit the school either on Open Morning / Evening or by arrangement
- Complete the Admissions and Medical Form
- The School will either offer a place or not, and any place may have scholarship discount associated with it. This will be communicated by letter as soon as is practicable. All offers will be conditional on an agreed set of GCSE targets.
- Students should confirm their results in August by contacting the school as soon as possible after receiving them. If a student has not met their targets, the school reserves the right to alter or withdraw the offer of a place.

6. Communicating the Results of the Process

Parents are usually informed of the results of the assessments within 10 working 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 assessment 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.

7. Accepting an Offer

To accept an offer, parents / guardians should return their acceptance form to the school office within two weeks of receipt and pay a £100 non-refundable deposit to reserve their place. Once the maximum number of places in a particular year group has been reached, the School will operate a waiting list.

8. 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 necessary 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/adjustments 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 IDPs.

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. This is chargeable and fees are obtainable from the School.

9. Reviewing the policy

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