

ADMISSIONS POLICY

Last Reviewed/Updated: 05.02.2020

Next Review/Update: 14.08.2020

1. Aims and objectives

The College welcomes children from all backgrounds and cultures from the age of 14 years old. The college is non-religious, non-political and believes in equal opportunities for all children.

All applications will be treated in a confidential and sensitive manner.

2. Application for enrollment to

As an independent school, the admission arrangements are in agreement with the Proprietor and Principal and Co-Principal.

Students are generally admitted in early September. However, admissions may be made during the year provided there are places available. Therefore, parents who would like their child to be admitted during the year should contact the school office for registration information and the arrangement of appropriate meetings, and complete the necessary Registration Form as soon as possible. There are normally several points of entry for full-time education depending on the student's academic and family circumstances;

1. Students who enter at pre-GCSE (equivalent to Year 10/11) and are aged 14 and over. In certain circumstances and at the discretion of the Co-Principals, students who are of age to study in Year 9 may be admitted if they are deemed academically able to do so and follow a three-year GCSE program. All students entering the senior school will be required to take access tests in English and Mathematics to determine ability age on entry. The College offers English Language, English Literature, Mathematics, Biology, Chemistry & Physics (either as double or triple award), Geography/History, Computer Science and Art. GCSE students also must participate as a statutory requirement in Physical Education and PHSEE. However, these do not lead to GCSE qualifications.
2. Students who are above compulsory school age but have not secured 5 GCSE's A* - C (including English and Mathematics). Such students are normally enrolled on the post-16 GCSE course. Students who apply to enroll on the funded study program must have a minimum of a D grade in English and Mathematics
3. Students above compulsory school age and who wish to begin studying A-Levels and follow a two year program of A-Level study, starting with the Lower Sixth and continuing with the Upper Sixth.
4. Students who have already completed Lower Sixth elsewhere but have not achieved the grades required to progress to the second year of A-Level and join us for Upper Sixth. Many students opt for a 'fresh start' and either repeat subjects already studied or choose new subjects.
5. Students who have completed their A-Levels but did not achieve the grades to gain their places at university. These students normally follow a one year A-Level Intensive course in the subjects already studied.

6. The DfE registration is currently 14-19;
7. Some students, for whatever reason may not be suitable to follow any of the above academic pathways. In these circumstances the College may offer a bespoke educational package through our tuition service, Regent Learning Centre.
8. International students whose status allow legal admission to study in the UK and who agree to fully comply with the UKVI regulations enforced at the time of admission and the duration of study.

Prior to admission, all students and parents must meet one of or both of the Co-Principals for a full academic discussion of the individual learning needs of the student and agree the academic pathway to be followed. When relevant or as required, the student will also meet with an independent careers adviser once enrolled.

Prospective students and parents should also be aware that the College seeks references from the former school/college of each applicant. The reference request includes a request for safeguarding information (as applicable). The College reserves the right to refuse a student admission to the College based on the content of the reference received.

The Registration Form must be completed, fully and accurately, and the administration fee of £250 must be paid before a letter of admission will be sent to parents confirming a place.

In addition, both parents and students are required to read and then sign and agree to comply with our:

- ICT agreement
- College-Home Agreement
- Badge Agreement
- Supervised Study Agreement
- Wi-Fi Agreement

Special circumstances

We recognise that a candidate's performance in any entrance assessment that the College requires the candidate to sit, may be affected by particular circumstances, for example:

1. Unwell when taking tests or has had a lengthy absence from school
2. Particular family circumstances such as a recent bereavement
3. The student has a disability or specific learning difficulties
4. Relevant educational history, for example, education outside the British system

Parents should inform us as soon as possible if any of these apply. Illness on the examination day must be supported by a medical certificate.

In any of these cases, we will request further information such as a medical certificate or Educational Psychologist's report and any associated correspondence or details from the student's previous school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment.

All applicants are treated with care and consideration, including students with Special Educational Needs. We encourage students to take extra time and/or use a computer for the examination if this is recommended in an Educational Psychologist's report, or in a letter of explanation from a suitably qualified member of staff at their previous school. (A copy of the

report or the letter from the school should be received by the Admin Office no later than one week before the date of the examination).

4. Maximum number of students

The maximum number for our school is 200 in terms of student capacity; we keep this number under review and the directors will apply to change the number if circumstances allow.

5. Class size

We teach in classes that have between 3 – 15 students

6. English as an Additional Language

The term EAL means ‘English as an additional language’ and includes those children for whom English is not the first language spoken at home and children are bilingual. More details are contained in the EAL policy. We aim;

- to create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life
- to value and respect the cultural and linguistic identities of EAL pupils, and use these to enrich the learning of pupils
- to develop the oral and literacy skills of these pupils so that they can understand and use English confidently and competently across the curriculum and maximize their potential in all areas of school life

7. Equal Opportunities

In the senior school (post 16 GCSE), EAL pupils are entitled to the full curriculum. We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and school wide activities. We recognize that the use and development of each child’s home language is an essential part of the child’s linguistic development.

The school will provide additional support for students who are at the early stages of speaking English. Training will be provided to staff to ensure that they are able to provide the appropriate support for students.

8. Gifted and Talented

It is the intention to provide a high standard curriculum and support to enable each student who has been identified as gifted or talented to reach their full potential. This is as an opportunity not a problem.

A gifted pupil is one who is in the top 5-10% of the pupil population of the school or class group (DfES definition) who ‘has the capacity for or demonstrates high levels of performance in an academic year’

A talented pupil is one who is in the top 5-10% of the pupil population at the school or class group with a specific ability in a non- academic area.

Types of provision include:

- Classroom differentiation using schemes of work that address the needs of gifted and talented pupils.
- Other school based provisions like clubs and partnership with other schools.
- Out of school provision such as national schemes, competitions and festivals.

9. Special Educational Needs (SEND)

The college endeavours to provide appropriate support for pupils with a range of special educational needs. Please refer to the SEND policy for further details.

SEND Specialisms

The college accommodates provision for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/ or physical
- Medical conditions

10. Access for the disabled

The school has provided some access for disabled pupils through ramped access to the main entrance and toilet facilities on the Ground Floor. The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum. Further information can be found in the Accessibility Plan.

For admission, enquiries and appointments with the Co-Principals please contact the school on 0208 966 9900 or email via info@acornhousecollege.com