



Admissions Policy Whole School

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

1. Introduction

1.1 This policy has been authorised by the Governors of Kent College. It is addressed to prospective parents and students, and to all members of the teaching and administration staff.

1.2 Kent College, Pembury is a girls' independent school for pupils from ages 3 to 18. The school has 621 pupils, 64 of whom are boarders. Deciding on the right school for your daughter is very important, and we believe that a personal visit is invaluable. We very much hope that you and your daughter will visit Kent College, Pembury. We hold a number of open events throughout the year which give a general introduction to the school. Details are published on our website. We are also very happy to welcome prospective parents and their daughters at other times. Please contact the School's Director of Admissions, Mrs Debbie Sainsbury on 01892 820218 or email on admissions@kentcollege.kent.sch.uk to arrange a visit.

2. The Policy

The aims of this policy are:

- 2.1 To ensure compliance with the School's charitable purposes. Kent College is part of MIST (Methodist Independent Schools' Trust) and is a School with the ethos of the Methodist Church and is a broadly selective school for girls.
- 2.2 To identify and admit girls who will benefit from a broad academic education and who will contribute to and benefit from the ethos and activities within our School community. We will only admit a girl who has met our criteria.
- 2.3 We welcome girls 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.

- 2.4 Kent College, Pembury's bursary programme is generous and is designed to make it possible for as many as possible of those who meet our entry criteria to take up a place here. The school offers means-tested awards annually to entrants at the usual points of entry, where the parents have indicated on the registration form that they require financial support. Bursaries are means-tested in accordance with the criteria published on the school website. Both parents are required to provide proof of their income and assets. The level of support varies according to parental need; but can extend to full fee remission in cases of proven need.

Bursaries are always offered for 12 months at a time. The family is required to provide fresh information about its circumstances for every year that their child attends the school. Levels of support may vary with fluctuations in income.

Bursaries are only offered to families who are resident in the UK.

Our bursary policy can be viewed on our website or can be obtained from the Bursar.

- 2.5 Girls are required to understand and speak English sufficiently to access the school curriculum at their age-related stage.

- 2.6 We expect all of our girls to attend assemblies and services, which are fundamental to our ethos.

- 2.7 We welcome those with disabilities and will do all we can that is reasonable to ensure all aspects of our School's education experience are made accessible to girls with all disabilities. The nature of our Senior School buildings, which are historic and on several floors, currently places limitations on access. When a disability of special educational need is made known to us, we will consult with parents and make reasonable adjustments to our admissions procedure to enable a girl to join if she is able to satisfy our admission requirements.

3. Procedures

- 3.1 The School operates an Admissions procedure which has several elements (not all of which will be relevant at all entry points.)

- 3.2 Entry Points: girls are usually admitted at 'rising 3', 4+, 11+, 13+ or 16+. They may be admitted into most other year groups should space be available.

3.3 Entry assessments are as follows:

3.3.1 Early years: girls are normally admitted to the school in the term in which they will be 3 ('rising 3') and the expectation is that they will normally transfer automatically into Reception. 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 Head of Prep. The assessment will include elements of:

- Communication, both verbally and non-verbally with both adults and peers
- Social Development - level of ability to work and play as part of a group; relationship to others
- Recognition of colour, shape, letter, words
- Hand / eye co-ordination

3.3.2 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:

- Social development - the level of ability to work and play as a group
- Conversation - the level of effective communication with adults and peers
- Ability to cope with the level of work in the chosen year group

3.3.3 Transfer from the Prep to the Senior part of the school is dependent on a girl's ability to cope with the academic rigour of the senior school.

- The assessment is made by the Head of Prep, who will notify parents of girls while they are in Year 5 if there are concerns
- For girls entering at the start of, or during, Year 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 year 6 to allow a full assessment to be made;
- In the absence of any concerns girls in Year 6 will transfer to the Senior School

3.3.4 For Years 7 (11+) and 9 (13+): the school sets its own tests in English and Maths as well as a computer-based test which covers literacy, numeracy and non-verbal reasoning.

Candidates applying at 13+ may submit their Common Entrance results as an alternative, the minimum requirement for Kent College being a mark of 55%.

3.3.5 Entry at 16+ is by current school reference, Year 10 & 11 reports and the achievement of GCSE grades which meet the published expectations of the departments whose subjects have been selected at A level. These expectations are published in the school sixth form guide and are subject to change from time to time. Normally English Language and Maths at Grade 'C' or above are expected. A girl whose first language is not English is expected to have reached a certain standard in EAL, either school-tested or the standard confirmed by current school.

3.3.6 For entry into other year groups: the School sets its own entry tests which may include certain core / option subjects as appropriate.

4. Entrance interviews (for 11+ and older) are of two kinds:

4.1 A general interview, usually with the Headmistress, to explore the prospective girl'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.

4.2 Subject Choices interview: at 16+ there will usually be an option interview to explore the prospective girl's academic ability in a particular subject or range of subjects. For some subjects, the candidate may be asked to produce samples of her work.

5. References will be sought from the girl's current school (where relevant). These will seek information about the girl'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 predicated grade at GCSE, if appropriate.

6. Usually, girls are placed in a similarly-aged cohort. However, we may offer places to girls a year ahead of behind such a cohort if we consider, as a matter of professional judgement, that this would be in the best interest of the girl and the School.

7. Special circumstances can, we recognise, affect a prospective student's performance. For example:

- If she is unwell when taking tests or has had a length absence from school
- If there are particular family circumstances, such as recent bereavement
- If there is a relevant educational history - for example, education outside the English system
- If the student has a specific learning difficulty or disability
- If English is not a girl's first language

In each of these cases, we may request further information such a medical certificate or psychologists report and any associated correspondence or details from the girl'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 daughter's health, allergies, disabilities or learning difficulties.

8. Numbers

The School will set its number of pupils according to

- 8.1 Overall School Capacity
- 8.2 Individual class or set size
- 8.3 The capacity of boarding (where relevant)
- 8.4 The number of suitable 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 consideration has been given, we will give preference to children of members of the Methodist Church. Further preferences with consideration will also be given to:
 - A sibling
 - A girl seeking a boarding place (in the Senior School)
 - A girl with a particular skill, talent or aptitude
 - A girl who has been registered the longest
 - No order of priority is to be inferred from this list.

9. Appeals

The Director of Admissions 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 Prep or Senior parts of the School. The Headmistress of Kent College 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 Headmistress is unable to satisfy them, they have a right of appeal to the Governors according to the School's Complaints Procedure.

10. School's Contractual Terms & Conditions

- 10.1 Copies are on the School's website and will be made available to parents as part of the admissions process.

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