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**This policy applies to the whole school including EYFS**

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## Purpose of the policy

Pipers Corner School is an independent day school for girls from ages 4 to 18. Deciding on the right School for your child is very important, and we believe that a personal visit is invaluable. We very much hope that you and your child will visit Pipers Corner School; we usually hold two big Open Morning events every year and individual weekly tours are offered on most weekday mornings. Details of how families can visit us are published on our website and you can contact the Admissions Team for more information at [registrar@piperscorner.co.uk](mailto:registrar@piperscorner.co.uk). If it is not possible to hold open events or arrange School visits because of circumstances beyond the School's control, then the School will seek to make alternative arrangements.

Pipers Corner School encourages applications from candidates with a diverse a range of backgrounds. We are mindful of our obligations under the Equality Act 2010 during the Admissions Process. The School offers a number of bursaries (see further information below).

Pipers Corner School is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, disability, gender reassignment, sexual orientation or social background.

The purpose of the Admissions policy is to ensure that the procedures used during the admissions process are consistently applied and understood by all those involved.

## Entrance Criteria and Ability Profile

Applicants must demonstrate a good-average or above ability in our entrance assessments and the ability to access the curriculum independently. They must also have a supportive reference from their current school and have an interview with a senior member of staff. All places offered at Pipers Corner School are made in order of date of registration, once an applicant has met our entrance criteria.

As a day school, and with no Student Sponsor licence, all applicants must have the right to study in the UK without sponsorship from an educational institution.

## Age on entry

Students are admitted to Pipers Corner School in all year groups, excluding Years 11 and 13, usually at the beginning of school terms but, as necessary, throughout the year if there are spaces. Most students join the School at the beginning of Pre-Preparatory, Preparatory or Senior School (including Sixth Form). Students are assessed in the year of entry according to their date of birth, however the School reserves the right to recommend a different year of entry in consultation with the family.

## Pre-Registration

Prior to registering their child for entry, it is recommended that prospective parents visit the School. Opportunities to visit include annual Open Days and individual parental tours which are available throughout the working week during term time. Whenever possible, students in the Sixth Form accompany visitors on their tour, which can be followed by a meeting with the Headmistress subject to availability and the point of entry families are considering. Students with Individual Learning needs are required to declare these at the point of registration.

## Registration

Parents are able to register their child for a place at any time. Parents who wish their child to be considered for entry are asked to complete the School's registration form and pay a non-refundable registration fee of £180 (inclusive of VAT). On receipt of the completed form and registration fee, a student is formally registered, and the Admissions Team will advise of a student's registration date.

## **Allocation of places**

For Years 6, 7 and 12 we assess all those students who are registered. When the number of students applying for places exceeds the number of places available, the criteria for entry is as outlined above in “Entrance Criteria and Ability Profile” and places are offered in order of date of registration. Those not immediately securing an offer are placed on a waiting list. After the acceptance deadline has passed for the initial wave of offers, we approach those students on the waiting list in order of date of registration. Outside of Years 6, 7 and 12, assessments are only offered when a place becomes available. At the point of registration, parents will be advised as to the likelihood of a place becoming available.

## **Accepting a place**

The offer of a place, once all assessment criteria have been met, must be accepted before the deadline given by the School. If the offer is not accepted by the acceptance deadline, the School reserves the right to withdraw the offer, before offering it to another student. For the legal and financial commitments associated with accepting a place at Pipers Corner School, prospective parents should refer to the Terms and Conditions document issued with all offers. Additional copies are available upon request at the point of offer. Acceptance of a place at Pipers Corner School is dependent on the settlement of all financial obligations (where applicable) at a current school.

## **Declining a place**

Students offered a place, which is subsequently turned down, will be required to re-register (requiring an additional registration fee and a new registration date) if they wish to be considered for a place at a later date. Any family wishing to withdraw acceptance of a place, is required to give a term's notice to avoid being liable for a full term's fees.

## **No offer**

Students not meeting the required assessment criteria are given the opportunity to retain their registration date and can apply again for another year of entry.

## **Admissions Process**

All of those invited to be assessed will be asked to complete an online application form. Parents are required to submit a digital photo of the student, a recent school report and to make any individual learning and medical declarations.

## **Admission to the Pre-Prep Department**

### **Reception to Year 2**

The Head of Pre-Prep and Prep assesses prospective students during a half-day or full-day familiarisation visit to the School. Prospective students spend time in lessons with the appropriate year group and levels of literacy, numeracy and social skills are reviewed. Following the visit, the Head of Pre-Prep and Prep submits a report to the Headmistress and it is on the basis of this report that offers are made, subject to receipt of a satisfactory reference from any current nursery/school.

Entrance Criteria and Ability Profile apply at all points of entry.

## **Admission to the Prep Department**

### **Years 3-6**

The Head of Pre-Prep and Prep assesses prospective students during a half or full-day visit to the Prep Department. All prospective students are interviewed by the Head of Pre-Prep and Prep and asked to complete specific English and Mathematics exercises. These assessments are set to reflect

the levels of learning students at that age would be expected to have achieved, and as a result no additional learning or reading is required. Each assessment is one-hour long.

Prospective students also spend time in lessons with their current year's peer group, allowing staff to assess their general level of literacy, numeracy and social skills. Following a visit, the Head of Pre-Prep and Prep completes a report, considering both their own assessment and the input of the teachers who have worked with the prospective student, which is then submitted to the Headmistress. It is on the basis of this report that offers are made, subject to receipt of a satisfactory reference from any current nursery/school.

For entry into Years 3-5 assessment visits are usually arranged on an individual basis. For Year 6 entry a group assessment day is normally arranged.

Entrance Criteria and Ability Profile apply at all points of entry.

## **Admission to the Senior School**

### **Year 7**

Year 7 entry is by entrance examination which will take place in the January of the year of entry. Prospective students spend a morning at School taking entrance tests in English and Mathematics. They are also interviewed by the Headmistress or a member of the Senior Leadership Team in the Autumn Term preceding the year of entry. The results of the assessments, together with the interview feedback and reference from the previous school, are the basis on which the Headmistress makes offer of a place. Offers will be made the middle of February and the deadline for accepting a place is always the first working day of March in the year of entry.

Entrance Criteria and Ability Profile apply at all points of entry.

### **Years 8–10**

Students are considered for entry to these year groups when places become available. Students are invited in to be assessed in order of their date of registration. The assessment will involve spending a day at Pipers during which they are asked to sit assessment papers in English and Mathematics and they also meet with the Head of Year or a Senior member of academic or pastoral staff. They attend lessons with their relevant peer group so we can observe them in a classroom setting and they can get a feel for the School environment. The results of the assessments, together with the progress report from the previous school, school reference and any feedback from the lessons students attend, provide the basis on which the Headmistress makes the offer of a place.

In Years 8-10 where, in addition to core subjects, there are also choices to be made regarding the optional subjects available, the School will make reasonable steps to try and accommodate a student's choice of subjects. However, the School reserves the right to refuse access to subjects when planned classes are full.

Pipers Corner School also offers deferred Year 9 entry to students who are currently educated in Prep Schools which go to the end of Year 8, allowing students to complete their final two years at their Prep school – deferred places are only offered in Year 7. The admissions process is such that students are assessed when they are in Year 6, alongside students in the same year group looking for Year 7 entry (see above for the Year 7 entry process). Students applying for deferred entry cannot apply for a bursary or a scholarship. They must declare their intention to defer before the admissions process begins, we cannot accommodate requests to defer after the entry assessment has been taken.

Entrance Criteria and Ability Profile apply at all points of entry.

### **Year 12 entry**

The Sixth Form at Pipers Corner is open to all current Pipers' students as well as students who have attended other schools. Students entering the Sixth Form need to have achieved at least five GCSEs grades 9-4 (including Mathematics and English). It is necessary to have a minimum of a Grade 6 or 7

in the majority of subjects a student is hoping to study at A Level – more information about the required grades can be found in the Sixth Form Course Guide, which is available upon request.

Applicants from other schools are invited to attend an entrance interview in the Spring Term with the Headmistress, a Deputy Head or the Head of Sixth Form. Any offer of a place will be based on the entrance interview, predicted GCSE grades and a reference from a student's current school. The number of offers made will be subject to the availability of Sixth Form places and this varies year-to-year.

In most cases, students will be able to study the A Level subjects they have chosen, subject to meeting the specific criteria, but this is subject to timetabling constraints and class capacity. For those students applying in the Summer Term, the Autumn Timetable may already have been set and thus certain combinations of subject may not be possible.

Any student whose actual grades fall below that of the required level as stated in the Sixth Form Course Guide will need to discuss subject options with the Deputy Head Academic following the GCSE Results day.

Entrance Criteria and Ability Profile apply at all points of entry.

## **Special circumstances**

We recognise that the performance of candidates in an assessment may be affected by particular circumstances, for example if:

- They are unwell when taking tests or have had a lengthy medical-related absence from their school
- There are particular family circumstances, such as a recent bereavement
- There is relevant educational history, for example education outside the British system

Transparent communications between a prospective family and the School is vital to ensure we can take into consideration any extenuating circumstances.

## **Information Sharing**

We require parents to inform the School at the outset of the application process about any needs which their child may have or any other significant matters which the School should reasonably be aware of because, for example, it would necessitate tailored provision and/or would materially impact on their child's attendance at School and/or ability to engage in day-to-day School life. The School may wish to discuss these matters with the parents and/or require some further information.

Parents must ensure that information provided is accurate, complete and not misleading and relevant details and information (or changes to them) are shared in a timely and transparent manner.

A failure to disclose relevant information and/or the provision of inaccurate, incomplete or misleading information may - in some cases - lead to the withdrawal of an offer or termination of the School's Parent Contract.

## **Individual Learning Needs and Support**

Pipers Corner School does not unlawfully discriminate in any way regarding entry. The School welcomes students with disabilities and/or special educational needs, subject to them meeting the School's ability profile (please refer to Entrance Criteria and Ability Profile above) and provided we can reasonably offer them the support that they require (within the standard provision of our Individual Learning department and curriculum), cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Our policy is to apply our admission criteria to all potential students.

We require parents of children with special educational needs, disabilities or allergies (suspected and diagnosed) to discuss their child's needs with the School's Admissions Team at the outset of the admissions process so that we can consider any reasonable adjustments to be made during the admissions process. Please note that the School will determine what access arrangements a student is eligible for in conjunction with the relevant JCQ guidelines. Our Individual Learning Department cannot review individual documents until a student is registered.

Parents are required to provide with the Registration Form, full details of all relevant information about their child, including any reports (including any educational psychologist reports, medical reports or assessments or other relevant expert third party reports), materials or information about their child's needs (educational, health or otherwise), and this may include any final or draft EHC needs assessments (or applications for a needs assessment) or final or draft EHC Plans (or applications for an EHC Plan). This is so that the School can assess their child's needs and consult with parents about any adjustments which can reasonably be made and so that the School can ensure, for example, that their child will be able to meaningfully access the education offered and that we are able to ensure their health and safety, and the health and safety of others. This information should be provided prior to the admissions assessment process.

Where parents of a prospective student feel their child requires adjustments (in respect of the admissions process and/or with regards to education at School and participation in School life in the event they are offered and take up a place at the School), parents should raise these with the School at the outset and the School may, depending on the circumstances, require some further information from parents or request further assessments in respect of the needs identified and will discuss with parents (and their child's medical advisers, if appropriate) the adjustments proposed and whether they can reasonably be made for the child if they were to become a student at the School.

There may be circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, despite reasonable adjustments (in the case of disability), we feel that a prospective student is not going to be able to meaningfully access the education offered, or that their health and safety or those of other students or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required.

Sometimes, the situation of students with disabilities and/or special educational needs changes between an offer of a place being made and the student starting at the School. The School requires parents to be pro-active in updating the School as to any changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect the offer of a student's place at the School. However, the School may, in exceptional circumstances, need to reconsider the offer of a place if a student's circumstances change materially - for example, a change or new need is identified which affects the level of provision required to meet this need. It is in the student's best interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming and transparent in their communications with the School about any material change to their child's circumstances or level of need.

In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision required to meet their child's needs.

## Scholarships and Bursaries

Scholarships are available for entry into Year 7 and 12. Means-tested bursaries are also available at both of these entry points.

Scholarship Awards are awarded for the duration of a student's time at Pipers (subject to continued fulfilment of the Scholarship's Conditions of Award).

Means-tested Bursary Awards (and the level of fee remission) are reviewed on an annual basis and may vary depending on any changes to the financial circumstances of the family.

### Year 7

#### Year 7 Scholarships

Year 7 Scholarships are available for entry into the Senior School in one of the following areas: Academic, Art, Dance, Drama, Music and Sport.

#### Year 7 Bursaries

Scholar applicants can apply for a supporting means-tested bursary, but these bursarial awards are only made in conjunction with a successful scholarship application, they cannot be applied for in isolation at this entry point.

There are also stand-alone means-tested bursary awards called Jessie Cross Bursary Awards. These awards are available to applicants from state primary schools who demonstrate promise. Applicants need to submit a letter of recommendation from their Headteacher and submit evidence of their positive contribution to their community.

Means-tested Bursaries are available up to a maximum of 100% of fees although maximum fee reduction awards are only awarded in exceptional circumstances.

### Sixth Form

#### Sixth Form Scholarships

Sixth Form Scholarships are available in the following areas: Academic, Art, Design and Technology, Music, Performing Arts and Sport.

#### Sixth Form Bursaries

Means-tested bursaries are also available and can be applied for in isolation or alongside a Scholarship application.

Means-tested Bursaries are available up to a maximum of 100% of fees (including any Scholarship award) – although maximum fee reduction awards are only awarded in exceptional circumstances.

See also the School's Policy on "Scholarships, Bursaries and Discounts".

## School's Terms & Conditions (Parent Contract)

The terms upon which the School educates each student are set out in the School's Terms and Conditions, which will be shared with parents at the offer stage of the admissions process (or they can be requested at any time from the Admissions Office).

## **Complaints**

The School's Complaints Procedure is on the School's website and can be sent to prospective parents on request. The Complaints Procedure is not available for use by prospective parents.

## **Records and Review**

Applicants' details will be held on file with due regard to data protection legislation. Please see the School's Privacy Notice for further information about how the School collects, uses and processes personal data.

The School will not hold the personal data of you or your child for longer than is necessary for a lawful purpose and in accordance with our Data Protection – Information and Record Retention policy. For further information, please contact the Admissions Office.