



## 15a ADMISSIONS POLICY AND ARRANGEMENTS

### Introduction and Aims:

Duke of Kent School seeks to operate a fair admissions policy in accordance with our Aims and Ethos to provide parents and applicants with clear and full knowledge of how the admissions process operates. Our Head is a member of ISA (Independent Schools Association) and we operate in accordance with the ISA professional code.

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS).

### Equal Opportunity Admission Statement:

- 1.1 Duke of Kent School recognises its duties under the Equality Act 2010. We are committed to pursuing equal opportunity for all and aims to ensure that no prospective pupil is disadvantaged in any of these processes as a result of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity.
- 1.2 All admissions are made in due observance of the Equal Opportunity and Diversity Policy and the details given by Registration Form, Acceptance Form and School Terms and Conditions.

### Admissions Process:

- 2.0 Registration Forms are valid for the academic year of entry requested. A new Registration Form will be required if the year of entry changes.
- 2.1 Priority will be given to siblings of children already attending Duke of Kent School subject to usual entry criteria. Following this, pupils will be offered places in order of application subject to the admissions process, which can be found on the School's website.  
  
*Sibling means a natural brother or sister, a half brother or sister, a legally adopted brother or sister or half-brother or sister, a stepbrother or sister or other child.*
- 2.2 Applicants for admission for Nursery are enrolled on a non-selective basis; from Reception to Year 2, applicants visit for a 'Visit Day' during the course of which they will have an interview with the Head of Pre-Prep.
- 2.3 Prep and Senior School applicants enter an academically selective admissions process. Applicants for admission from Year 3 upwards take CAT4 tests. A reference is sought from the current school and occasionally previous schools. Applicants are interviewed by the Head and/or Head of Section during the course of a 'Visit Day'. A free writing test and additional English and Maths tests may be administered if appropriate.
- 2.4 In the case of pupils seeking admission at Year 9, CAT4 tests will be taken in place of Common Entrance, in addition to the standard interview and current school reference.
- 2.5 When a year group is full, a Waiting List will operate by date of receipt of Registration Form and Registration fee. Parents of pupils on the Waiting List will be informed as soon as a place becomes available. Siblings will receive priority as indicated above.

- 2.6 In the admissions process, equal weight is placed on the interview and the test results. Potential, not just current performance is examined in assessing the applicant's performance at interview, in the tests and in the previous School's reference.
- 2.7 Parents will be notified of the admissions outcome as quickly as possible in writing, by the Registrar.

**Pre-conditions for Selection:**

3.1 All pupils must meet the pre-conditions for selection set out below:

**General:**

- The School is able to provide adequately for any learning disabilities and difficulties the candidate may have (see 4.1 Reasonable Adjustments below). The make up of each year group's needs will also be taken into consideration. It is therefore possible that a pupil with specific needs might be accepted into one year group but not into another.
- The School, having made reasonable adjustments, is able to cope with any disability the candidate may have (see 4.1 below)
- The present School reports satisfactory attitude and conduct
- Satisfactory attitude and conduct are in evidence during any visits to the School

**Academic:**

- Satisfactory performance in admissions tests
- Satisfactory performance in interview
- Admissions of Pupils with Special Educational Needs and Disabilities (SEND): Reasonable Adjustments

**Reasonable Adjustments:**

4.1 Duke of Kent School will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which the School can cater, with reasonable adjustments. The School welcomes pupils with disabilities and/or Special Educational Needs, provided that our Learning Development team can offer the appropriate level of support and our site (notwithstanding any reasonable adjustments that could be made) is accessible. We do not have the facilities or resources to offer highly specialised and intensive treatment.

A pupil or applicant is disabled if he or she suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

4.2 We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

- to our policies, criteria and practices (i.e. the way we do things); and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include: pieces of equipment; extra staff assistance; note-taking; induction loops; audio-visual fire alarms; readers; and assistance with guiding.

4.3 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

4.4 If your child is disabled and you believe your child is being put at a substantial disadvantage compared with pupils without disabilities and that there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (SENCO) via

the School Office, setting out in full the adjustment required and (if necessary) how the school could put this into practice. This notification must be made at least five working days before attending an interview or Admissions Examination in order to ensure that the needs can be assessed and appropriate provision can be made for those needs throughout the admissions process (including at interview, any attendance at the School and during the Admissions Examination as appropriate).

- 4.5 Parents should also provide the SENCO with copies of any reports by external professionals (e.g. Educational Psychologist report) in order to ensure that appropriate reasonable adjustments are made, at least one week prior to the admissions process.
- 4.6 The School will consult with parents and their medical advisers or external agencies to determine what necessary adjustments can reasonably be made for the applicant, in line with the School's Three Year Plan for Compliance with Schedule 10 of the Equality Act 2010, subject to the usual routines and budgetary constraints where applicable, both during the Admissions Process and later as a pupil.
- 4.7 In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs £100 or less and satisfies the non cost-related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.
- 4.8 When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:
- whether it would overcome the substantial disadvantage experienced;
  - the practicability of the adjustment;
  - the effect of the disability on the pupil;
  - the cost of the proposed adjustment;
  - whether it will be provided under a Statement/EHCP from the Local Authority;
  - the school's resources;
  - health and safety requirements
  - the interests of other pupils (and potential pupils).
- 4.9 You (or your child if the school believes your child has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.
- 4.10 Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons. If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure, available on the School website. Please note that the Complaints Procedure is only available to parents of pupils, meaning current registered pupils.

### **Scholarships and Bursaries**

- 5.1 Scholarships are available to pupils based on outstanding academic performance or progress, sporting or cultural achievement. These may be 'All-rounder' awards or named e.g. Sport, Art, Performing Arts and Music. They are awarded at the discretion of the Head both to pupils on admission and those already in the School community. Scholarship letters are sent indicating the length of tenure and the awards are maintained subject to good effort and attitude, satisfactory progress and support of pupils and parents for the good name of the School. These are subject to

annual review.

- 5.2 A bursary is an amount by which school fees may be reduced. Bursaries are granted to deal with cases of financial hardship and are primarily intended to ensure continuity of education for a pupil currently attending the School. Such an award may be for as short a period as one term or it might extend for several years depending on proven need. Bursary awards can range from 10% upwards of the day fees. All bursaries are subject to annual review and the School reserves the right to withdraw bursary awards if termly fees are not paid in full on a termly basis.

Bursaries require full disclosure and verification, for example, of P60, bank and/or building society information and mortgage statements. All information is treated in strictest confidence by the Finance Bursar and are put before the School's Finance Committee. Careful judgement is exercised in each case and the Committee's decision is final.

**Person responsible for this policy: The Head (in consultation with Registrar)**

**Reviewed: October 2021**

**Next review: September 2022**