



# Admissions Policy

Policy Type	Statutory
Regulation	ISSR: Part 6, 32 (1)(b) and (3)(a)
Approval Committee	BSC/GSC
Last Review	February 2019
Next Review	February 2020

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# 1 Related Information

## 1.1 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

32. – (1) The standard about the provision of information by the School is met if the proprietor ensures that—  
(b) the information specified in sub-paragraph (3) is made available to parents of students and parents of prospective students and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;  
(3) The information specified in this sub-paragraph is—  
(a) particulars of the School’s policy on and arrangements for admissions, misbehaviour and exclusions;

## 1.2 Supporting Documents

The following related information is referred to in this policy:

Complaints Policy
Equality Act 2010
Special Educational Needs and Disability Act 2001

## 1.3 Terminology

**Head**, where not explicitly defined, means either the Head of the Girls’ School or the Head of the Boys’ School.

**Parents** includes one or both parents, a legal guardian, or education guardian.

**School** means Haberdashers’ Aske’s Elstree Schools.

**Student** or **Students** means any student or students in the School at any age.

# 2 Introduction

Haberdashers’ Aske’s Elstree Schools are academically selective schools which seek to provide an inspirational and academically challenging environment for able Students to thrive and flourish.

Our aim is to identify and admit students who will contribute to and benefit from the supportive learning environment we offer and who will make a full contribution to the activities and ethos of the School community. We encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our Students for today’s world. The School is committed to equal treatment for all, regardless of a Student’s race, ethnicity, religion, sexual orientation, gender identification or social background. Although the School

has a Christian foundation, we do not select for entry on the basis of religious belief. We offer the opportunity for all to practice their own faith. However, Parents should be aware that all Students attend the School assembly, which has a broad basis in the Christian faith.

## **2.1 Special Educational Needs and Disability**

The School has limited facilities for the disabled but will do all that is reasonable to comply with legal and moral responsibilities under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need which may affect a Student's ability to take full advantage of the education the School provides. Parents of a Student who has any disability or special educational need should provide the School with full written details at registration, or subsequently, before they take the entrance examination or at interview. The School needs this information so that it can make an assessment and consult with the Parents about the adjustments which can reasonably be made to cater adequately for the Student's needs both during the admissions process and thereafter, if an offer of a place is made.

Similarly, if special educational needs or a disability become apparent after admission, the School will consult with the Parents about reasonable adjustments that may allow the Student to continue at the School.

## **3 Bursaries and Scholarships**

### **3.1 Bursaries**

The School Governors make a number of means-tested bursary awards each year to those families whose children we consider would most benefit from attending the School but who would otherwise, for financial reasons, be unable to consider making an application. These are not academic awards, but candidates need to qualify for a place at the School as a result of their performance in the Senior School Entrance Examination or other selection process, and financial need must be established by completion of a confidential statement of income.

Bursaries are means-tested awards and range in value according to financial need and the funds available. The assessment criteria are based on the principle that, for increasing levels of gross joint income, the Parents are expected to make a greater contribution towards the School fees. The award is split equally across each term and will be shown as a fee remission. The remainder of the fees and any other charges for the term will be payable by the Parents.

Bursaries are held for the duration of a Student's attendance at the School, but are subject to payment of fees due, satisfactory conduct and progress, and to the continuation of financial need. Circumstances do change, and for this reason, Parents in receipt of a bursary are required to complete

a new bursary application form each year. Whilst every attempt is made to maintain bursaries at a stable level once they have been awarded, this cannot be guaranteed.

## **3.2 Scholarships**

Scholarships are designed to recognise excellence and to celebrate exceptional talent. In recognition of this achievement, the scholar is offered between 5%-50% fee remission throughout their time at the School. It is possible to hold a scholarship and a bursary simultaneously.

### *3.2.1 Academic Scholarships*

Academic scholarships are awarded to the most outstanding performers in the entrance assessments i.e. examination and interview. No separate application is required; all candidates are eligible. Scholarships are held for the duration of a Student's time at the School, provided their conduct, progress and academic performance remain at the standard expected of our Students. Academic scholarships are available at 11+ in the Girls' School and at 11+ and 13+ in the Boys' School.

A small number of academic scholarships are awarded each year by the Head for existing Students joining the Senior Schools. The principal criteria for awarding these scholarships are:

- Sustained excellence in academic performance, including evidence from Progress Grades and end of year examinations
- Performance in relevant Year 6 base line data tests
- Form teacher recommendation, recognising the contribution by the Student to the wider academic life of the School and their attitude to learning, together with their ability to uphold the values of the School.

### *3.2.2 Music Scholarships*

- Music scholarships are awarded to outstanding musicians of exceptional ability who the School feels will act as ambassadors for music amongst their peers. Applicants must pass the entrance assessments in order to be considered. The candidates with the strongest music applications will be asked to attend a music audition and interview with the Director of Music. Music scholars will be expected to demonstrate enthusiasm for and commitment to music throughout their time at the School
- Music scholarships are available at 11+ and 16+ in the Girls' School and at 11+ and 13+ in the Boys' School.

The School will inform the Parents by letter if a scholarship and/or bursary has/have been awarded at the same time as offers of places are posted.

## **4 The Admissions Process**

The admissions process is similar across both Schools and Appendices A and B outline the processes for the Boys' School and Girls' School respectively.

Both Schools are oversubscribed and competition for places at every stage of admission is considerable, thus all Students must win their place on merit. All offers at both Schools are based on the 'whole picture' of a student's ability and talents.

The aim of the process is to identify potential. We are looking for high achieving, well-rounded students with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The School has strong traditions in Music, Drama, Art, Debating, Community Activities and Sport. There are many co-curricular activities, all of which are important in developing a well-balanced, confident individual.

No specific preparation for the entrance tests is required. All candidates start on an equal footing and are given identical opportunities to display their academic aptitude and co-curricular skills.

### **4.1 Candidate's Age**

4+ Entry is for candidates aged 4 and below the age of 5 on the 1<sup>st</sup> September in the year of entry

5+ Entry is for candidates aged 5 and below the age of 6 on the 1<sup>st</sup> September in the year of entry

7+ Entry is for candidates aged 7 and below the age of 8 on the 1<sup>st</sup> September in the year of entry

11+ Entry is for candidates aged 11 and below the age of 12 on the 1<sup>st</sup> September in the year of entry

13+ Entry is for candidates aged 13 and below the age of 14 on the 1<sup>st</sup> September in the year of entry

16+ Entry is for candidates aged 16 and below the age of 17 on the 1<sup>st</sup> September in the year of entry

If, on occasion, places become available at other stages, these will be dealt with on a case by case basis and appropriate entrance tests set.

### **4.2 Special Circumstances**

We recognise that a candidate's performance may be affected by particular circumstances, for example:

- If they are unwell when taking tests or have had a lengthy absence from school
- If there are particular family circumstances such as a recent bereavement
- If the candidate has a disability or specific learning difficulties
- If there is a relevant educational history, for example education outside the British system.

The Parents should inform the School 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 current school (including samples of work) 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 current school. A copy of the report or the letter from their current school should be received by the Admissions Office no later than 1 week before the date of the examination.

### **4.3 Disclosures**

The Parents must, as soon as possible, disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.

### **4.4 Complaints**

The School's Complaints Policy is available on the School website.

## **Appendix A – Admissions Process at the Boys’ School**

### **1. The Entry Procedure**

Haberdashers’ Askes’ Boys’ School is an academically selective school. Selection is based primarily on academic merit, which is assessed through an entrance examination, an interview at the Boys’ School and references obtained from the student’s previous school. This process is designed to identify students who are not only able enough to benefit from the academically challenging education we offer, but who also have the enthusiasm to play a full part in our extensive programme of activities beyond the classroom.

The standard points of entry are:

- 5+ (Year 1)
- 7+ (Year 3)
- 11+ (Year 7)
- 13+ (Year 9)

### **2. The Assessment Process**

Our first entry point is Year 1. We do not have a Reception class.

#### *a) 5+ (Year 1)*

Approximately 36 places.

Stage 1: in February of the year of entry, all applicants are invited to a playgroup session.

Stage 2: a selected number of candidates are recalled for a further, one-to-one assessment. While their child is being assessed, Parents will have the opportunity to meet the Head or Head of the Preparatory School. Pre-Preparatory School Students will automatically move to the Preparatory School at the end of Year 2.

#### *b) 7+ (Year 3)*

Approximately 18 places.

Stage 1: Candidates take an entrance examination in Reading, Writing, Mathematics and Reasoning in early January.

Stage 2: Some candidates are asked to attend an interview at the School in mid-January. Parents are asked to come in with their child for the interview. Whilst their child is being interviewed, Parents will

have the opportunity to meet the Head or Head of the Preparatory School. Preparatory School Students will automatically move to the Senior School at the end of Year 6.

c) *11+ (Year 7)*

Approximately 100 places.

Stage 1: Candidates take the School's 11+ entrance examination consisting of English, Mathematics and Reasoning in early January. The use of calculators is not allowed.

Stage 2: A number of candidates are called for interview in mid-January on the basis of their performance in the written examination in mid-January. Candidates are not required to bring books, projects or other work with them to interview, but we ask one or both Parents to attend at this time, in order to meet the Head or one of the Deputy Heads. Parents who have applied for a bursary will also be interviewed by a member of the Finance Team.

d) *13+ (Year 9)*

Approximately 20 places.

Stage 1: Candidates take the School's 13+ entrance examination in early January consisting of English, Mathematics, Science (Chemistry, Physics and Biology), General Humanities (this is a source-based, not a syllabus-based paper) and two languages they have studied before from French, Spanish, German and Latin.

Stage 2: A number of candidates are called for interview in late January on the basis of their performance in the entrance examinations. Parents who have applied for a bursary will also be interviewed by a member of the Finance Team.

### **3. School References**

At 5+ the Head of the candidate's current school will be asked to provide a short-written reference.

From 7+ the Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interests, and any other special circumstances such as special educational needs or a disability. The reference may also include the results of tests taken at the school (such as NFER, SATs or the results of their baseline testing).

## **Appendix B – Admissions Process at the Girls’ School**

### **1. The Entry Procedure**

Haberdashers’ Aske’s School for Girls is an academically selective school. Selection is based primarily on academic merit which is assessed through an entrance examination, an interview at the Girls’ School and references obtained from the student’s previous school. The process is designed to identify students who are not only able enough to benefit from the academically challenging education we offer, but who also have the enthusiasm to play a full part in our extensive programme of activities beyond the classroom.

The standard points of entry are:

- 4+ Reception (Early Years Foundation Stage)
- 7+ (Year 3)
- 11+ (Year 7)
- 16+ (Sixth Form)

### **2. The Assessment Process**

#### *a) 4+ (Reception)*

Approximately 40 places.

Stage 1: in early January of the year of entry, all applicants are invited to an assessed activity session based on the characteristics of effective learning which underpin the Early Years Foundation Stage Profile:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>.

Stage 2: a selected number of candidates who exhibit the desired characteristics of effective learning during the assessment are invited, with their Parents, to meet the Head of the Junior School and another member of the Junior School Leadership Team. This is an opportunity for both the Girls’ School and the family to establish whether they share the same educational values and priorities.

#### *b) 7+ (Year 3)*

Approximately 10 places.

Stage 1: all candidates will be invited to a Group Activity Morning towards the end of the Autumn Term where they will take part in a range of exercises and activities, allowing them to demonstrate varying aspects of their capabilities and learning personalities.

Stage 2: a selected number of candidates from Stage 1 will be invited to an assessment day in early January. They will take a series of tests in Reading, Writing and Mathematics, and take part in a group discussion.

Stage 3: based on this assessment, a selected number of candidates and their Parents are invited to a meeting with the Head of the Junior School and another member of the Junior School Leadership Team. This is an opportunity for them to meet the child, and for both the Girls' School and the family to establish whether they share the same educational values and priorities.

c) *11+ (Year 7)*

Approximately 80 places.

All candidates take an Entrance Examination consisting of written papers in English Skills and Mathematics.

The English Skills exam comprises two sections. Section A consists of a selection of reading materials from a range of genres, both fiction and non-fiction. Candidates are asked to respond to a variety of questions to enable us to evaluate their understanding and analytical skills. In section B, candidates are asked to respond to one of a selection of directed writing tasks to give them an opportunity to demonstrate their ability to write effectively for a specific purpose and audience.

The Maths exam is designed to test the candidate's ability to think mathematically and logically. It covers addition, subtraction, multiplication and division, with application to fractions, decimals, percentages, the metric system of weights and measures, the 12 and 24 hour clock, time problems, and questions involving geometric shapes and bar graphs. The use of calculators is not allowed.

A number of candidates are called for interview on the basis of the written examinations, and from amongst these, offers of places are made. Candidates are not required to bring books, projects or other work with them to interview, but one or both Parents are asked to attend at this time, to meet the Head and one of the senior staff. Parents who have applied for a bursary will also be interviewed by a member of the Finance Team.

d) *16+ (6th Form)*

All external candidates will be asked to sit examination papers in the subjects they intend to study for A Level at the School, or in related subjects if more appropriate. On the basis of their performance in the examinations, some candidates will be invited for interview. Parents are invited to meet a senior member of staff while their daughter is being interviewed. Applicants are normally expected to be predicted A\*/8 or 9 grades at GCSE in the subjects they intend to study or those most closely related to them. We prefer the Students already in our Senior School to achieve A\*/A/7/8 or 9 grades at GCSE in the subjects to be studied at A Level unless there are known to be extenuating circumstances. Parents who have applied for a bursary will also be interviewed by a member of the Finance Team.

### **3. School References**

At 4+ the candidate's current nursery/pre-school will be asked to provide a short, written reference. From 7+ the Head of the candidate's current school will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interests, and any other special circumstances such as special educational needs or disability. The reference may also include the results of tests taken (such as NFER, SATs or the results of their baseline testing) and predicted grades at GCSE or A-Level (if appropriate). Please note that for 7+ applicants, references are only requested for those candidates invited to the second examination stage.