



Liverpool College

# **ADMISSIONS POLICY**

**This is a whole school policy and applies to EYFS, Pre Prep, Prep School, Upper School and Boarding Halls.**

### **Initial Enquiries**

When a prospective parent first makes contact with the school the enquiry is likely to come via the Registrar's office, although it is possible that approaches may be made to other staff. Enquiries are responded to and then the information is passed onto the Registrar. A standard enquiry form is used whenever possible.

The information is logged onto the College database. The Registrar contacts the enquirer with further details about the College including a prospectus and registration form. A letter invites further interest such as a tour, a forthcoming Open Day, Activity Day or other special event.

### **The Visit**

Tours of the Upper School will usually be conducted by the Principal, Registrar or a member of the Senior Management Team. Tours of the Preparatory School will usually be conducted by the Headmaster and the Head of Pre Prep. The Registrar will conduct the tour if the relevant staff are not available to do so.

### **Registration**

The parents are requested to complete a Registration Form and pay a Registration Fee. Once this has been done then the child can be invited into the school to be assessed. *The Registration process must be completed before a child is assessed.*

When a completed Registration Form is received, the Registrar returns a letter to acknowledge receipt of the Registration Form and Registration Fee. The Registrar also sends a copy of this letter and the Registration Form to the Principal and the registration fee to the Bursar's Office.

### **Entrance Assessment**

#### **Preparatory School**

After the initial visit the child is invited to visit the school for entrance assessments and a 'taster day'. During this day the Headmaster is responsible for the administration of

the tests and co-ordinating the feedback of relevant information. There will be 3 elements to the assessment process:

- Conversations with the Headmaster
- Feedback from staff who have taught the pupil during the day
- Results of the assessment tests (NFER Maths English and Non Verbal Reasoning)

The Registrar, on behalf of the Headmaster, will offer a place (or not) to the child, based on this information and references. The Registrar will be informed of the decision and any other information relevant to the offer or refusal of a place.

## **EYFS and Pre-Prep**

If the parents are interested in a Pre Prep or Nursery placement, then the Registrar sends the Head of Pre Prep the copy of the Registration Form and any other information. The Head of Pre Prep is then responsible for inviting the child in for assessment.

*(See Appendices for further details of acceptance criteria)*

## **Upper School**

### **Year 7 Entry**

All applicants for a place in Year 7 sit an Entrance Assessment in the January preceding entry. There are three papers; English, Mathematics and Non-Verbal Reasoning. Special arrangements are made for candidates with Special Educational Needs, and for candidates who, for valid reasons, are unable to be present on the day. All children and parents are interviewed by the Principal or a member of the Upper School Senior Management Team. The results are used to determine entry to the Upper School and eligibility for academic scholarships. Results are published at a time agreed with other local independent schools. Applicants for scholarships in Drama, Art and Music attend an assessment day on the Saturday preceding the Entrance Assessment.

All children in the Prep School have a place reserved for them in the Upper School. In Year 6, all of the pupils sit the Entrance Assessment. However, this is not an academic barrier to the pupil entering the Upper School. It is primarily used as an instrument for placing the children in the appropriate Houses and teaching groups relative to those external candidates entering the Upper School from outside the College. There may be a small group of pupils for whom a poor showing in this examination will confirm that the College may not be the appropriate long-term option. In such cases the Principal will arrange to meet with the parents to discuss the issue. We also monitor the

behaviour of all of the children and, if this is deemed to be inappropriate, then this could prove to be a factor determining whether a child should progress into the Upper School. Parents are kept fully informed if a child's behaviour appears to be a factor determining automatic transfer to Year 7.

### **Entrance Assessments for Subsequent Year Groups**

After the initial visit the child is invited to visit the school for entrance assessments and a 'taster day'. During this day the Head of Upper School is responsible for the administration of the tests and co-ordinating the feedback of relevant information. There are 3 elements to the assessment process:

- Conversations with the Principal, prospective Head of House and Curriculum Support Manager.
- Feedback from staff who have taught the pupil during the day.
- Results from tests. These may include standardised assessment tests (MidYIS, CATS, NFER), results from National Curriculum Tests or tests set by the College.

The Registrar, on behalf of the Principal, will offer a place (or not) to the child, based on this information and references. The Registrar will be informed of the decision and any other information relevant to the offer or refusal of a place.

If the parents are interested in a Sixth Form placement, then the Registrar sends the Head of Sixth Form/IB Co-ordinator the copy of the Registration Form and other relevant information. The Head of Sixth Form/IB Coordinator is then responsible for inviting the prospective student in for assessment.

### **Entrance Assessments for Boarding Students**

When a prospective parent first makes contact with the school the enquiry is likely to come via the Registrar's office or through educational agencies. The Registrar contacts the enquirer with further details about the College including a prospectus and registration form. Students are invited to visit the school and boarding halls when possible. There is a minimum age for boarding students – they must turn 16 in the term they start. Boarding students may undertake a tailored one year Pre-Sixth Form programme sitting several GCSEs while working extensively and in depth on their English with our EFL teacher. Alternatively the student may start in the Sixth Form and follow the AQA Baccalaureate (A Levels) or IB Diploma.

There are 4 elements to the assessment process:

- Conversations with the Principal and/or Head of Boarding.
- Results from tests. These may include standardised assessment tests (IELTS or HKCE) or tests set by the College in Mathematics and English.
- Reports from previous school.
- Recommendations from educational agencies (if students apply through an agency).

The Registrar, on behalf of the Principal, will offer a place (or not) to the student, based on this information. The Registrar will be informed of the decision and any other information relevant to the offer or refusal of a place.

Liverpool College acknowledges its duty towards both pupils, staff, parents, Governors and members of the wider community who have a disability. Where parents of prospective pupils are concerned Liverpool College Upper School acknowledges its non-discrimination and planning duty under the **Special Education Needs and Disability Act 2001**.

Liverpool College is a selective school and admission to the school depends upon the prospective pupil meeting the criteria required.

The school asks parents when completing the Registration Form to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive a disability form requesting further detailed information about their child. This includes any previous relevant reports or statements. Liverpool College recognises that partnership between the school and the home is of paramount importance if the child's needs are to be fully met and his or her potential to be reached. This information will enable the College to gain a greater insight into the specific difficulties experienced by the child and enable the school to plan more effectively for a differentiated programme of work, if one is required. Failure to disclose any relevant information could jeopardise the child's place in the College.

In assessing any pupil or prospective pupil the school may take such advice and require such assessments, as it deems appropriate. Any costs incurred will be the responsibility of the parents and failure to agree could influence the offer of a place at Liverpool College

The School will advise parents of the reasonable adjustments the School can make based upon the information given and the advice received, to enable a prospective pupil to take up a place at Liverpool College and to satisfy the admissions criteria outlined above. The school is committed to providing those reasonable adjustments agreed in consultation with parents. This will include allowing extra time in and/or additional support in exams, broadly in line with those permitted by QCA for their examinations.

Literacy support by trained staff is available within the school curriculum, the cost of which is included in the fees. If additional services are required, the school will not be liable for any costs incurred.

## **References**

When a Registration Form is received, the Registrar sends for references from the pupil's current school (Year 1 pupils and above). A standard reference request form is used. If a parent requests no contact with the current school, any offer of a place is made subject to satisfactory references before the pupil takes up a place at the College.

## **Scholarships**

See *Scholarships & Bursaries Policy*.

## **The Offer of a Place**

On behalf of the Principal, the Headmaster of the Preparatory School or the Head of Pre-Prep, the Registrar then writes to the parents informing them of the outcome of the Assessment Day and either offering a place or declining it. A Parental Acceptance Form goes with any offer made and this should be returned to the Registrar together with a copy of the child's birth certificate and a cheque for the Acceptance Deposit which reserves a place for the child. This deposit will be returned to the parents when the child leaves the College, providing that the child remains at the College for a full academic year.

On receipt of an Acceptance Form by the Registrar, the original, together with the original registration form and offer letter is forwarded to the Bursary along with the cheque for the deposit. Details are entered onto the College database and copies are placed in the pupil file.

Parents will be issued with a Parents Handbook, containing information about the

school, uniform and routines. Boarding student parents will also receive a copy of the Boarding Students Handbook.

### **Induction**

Contact continues after the offer is accepted and before the pupil joins the school. The Head of House (Upper School) or the Head of Boarding or the Head of School (Preparatory School and Pre-Prep) invites the parents and pupil to a post acceptance visit to get to know each other and discuss any special requirements

### **Review**

This policy will be reviewed annually.

### **HVMB**

*(Reviewed September 2010)*

## **Appendices**

### **Criteria for acceptance into Nursery**

1. Aged 3\*
2. Toilet trained\*\*
3. Well- behaved, (ie doesn't hurt other children)\*\*
4. The parent's support the school ethos- in the judgement of the school there can be a productive parent/ school partnership.
5. If a child has SEN, parents provide all necessary information/reports so that the school is fully aware of the child's needs.

\*Except in exceptional circumstances at the discretion of the Head of Pre Prep.

\*\* Unless the child has appropriate I-I support in place to cater for this.

### **Criteria for acceptance into Reception and Key Stage I**

1. Well- behaved, (ie doesn't hurt other children)\*\*
2. The parent's support the school ethos- in the judgement of the school there can be a productive parent/ school partnership.
3. If a child has SEN, parents provide all necessary information/reports so that the school is fully aware of the child's needs.

\*\* Unless the child has appropriate I-I support in place to cater for this.

### **Criteria for acceptance into the Prep School**

#### **From the Pre Prep:**

Children who are in the Pre Prep have a place reserved for them in the Prep. However, all pupils in Year 2 complete NFER tests. If a pupil scores below 80 in these tests (bottom 9 %) his/her parents will be asked to meet with the Headmaster to discuss whether the Prep School is the best place for the child.

We also monitor a child's behaviour and if this is deemed to be inappropriate, then this could prove a factor determining whether a child should progress into the Prep School

The parent's support the school ethos- in the judgement of the school there can be a productive parent/ school partnership.

**External Candidates:**

A pupil will be expected to score 80 or more in the NFER tests to gain admission into the school.

Satisfactory school reports/references

We also monitor a child's behaviour during the taster day and, if this is deemed to be inappropriate, then this could prove a factor determining whether a child should progress into the Prep School

The parent's support the school ethos- in the judgement of the school there can be a productive parent/ school partnership.

**Criteria for acceptance into Upper School**

The expectation is that pupils admitted into Key Stages 3 and 4 should be capable of achieving at least five GCSE passes at grade C or above.

Students admitted into the Sixth Form should be capable of achieving three A2 passes at grade D or passing the IB Diploma. The expectation is that students should have attained at least five GCSE passes at grade C or above, with B grades in the subjects that they intend to study at A level or IB Higher Level. The College reserves the right to deny admission to any student whose attitude and behaviour indicates that he or she is not suited to serious academic study.

**External Candidates:**

A pupil will be expected to be of around average academic ability, scoring 90 or more in the standardised tests, to gain admission into the school.

A pupil should be willing to participate in all areas of the curriculum accessible to him/her.

We also monitor a child's behaviour during the taster day and, if this is deemed to be inappropriate, then this could prove a factor determining whether a child should be admitted.

The parents' support the school ethos- in the judgement of the school there can be a productive parent/ school partnership.