



REDHILL HIGH SCHOOL
- CLYNDERWEN -

Admissions Policy

Reviewed: 10/7/2024

Changes made:

Page	Change	Reason	Made by	Reviewed by
3.	Increase in deposit to £250.	Board decision	AM	ET

Next review: 10/7/2025

1. Scope

Redhill High School is a co-educational independent school for pupils aged 11 – 18. Subject to spaces being available, places are offered to students in Years 7-12. This policy and its procedures have been authorised by the Board of Directors of Redhill High School in compliance with the Education Act 2002, the Equality Act 2010 and related legislation. It applies to all admissions.

2. The Admissions Process

A written entrance examination is required for students in Years 7-9, and as necessary in Years 10 and 11. The Entrance Assessment Process takes place principally in November for places in the following academic year. For applicants to Year 12, GCSE grades must be submitted in lieu of a written examination. All offers will be conditional on an agreed set of GCSE targets. If a student has not met their targets, the school reserves the right to alter or withdraw the offer of a place.

Parents are encouraged to first visit the School, if possible, with their child. Please ring the Headmaster, Mr Alun Millington on 01437 211003 or email headmaster@redhillhighschool.co.uk for an appointment.

3. The Admissions Ethos / Equal Treatment

We very much want to ensure that all students admitted to the School will find it an environment in which they can feel happy and secure, and in which they can flourish and succeed. Our entry procedures are designed to help make decisions that best suit the individual child.

We believe that every person has the same rights and is entitled to the same opportunities, regardless of race, religion, ethnic origin, gender, sexual orientation, social background, nationality, disability, or area of residence.

When assessing candidates for admissions, Redhill High School does not discriminate on any of these grounds for the student (or their parents).

The School Application Form has a section where any Medical Needs / Disabilities / Additional Learning Needs should be declared. Information in support of this section must be provided by parents with the Application, as stated on the Form. Clarification of any such information will be sought from parents and, where appropriate, their existing setting, prior to commencing the Admissions Process. Should reasonable adjustments be required these will be discussed with parents and agreed in advance. Failure to declare known Medical Needs / Disabilities / Additional Learning Needs at the time of application may result in the placement being rescinded.

4. Selection

The preconditions for selection are that:

- The candidate is of the appropriate age and sufficient maturity;
- Having made reasonable adjustments, the School is able to cater for any Medical Needs / Disabilities / Additional Learning Needs the candidate may have (see further below);
- The candidate's present school reports acceptable attitudes and conduct on the part of the parents and the candidate.

The academic criteria for selection for the School are:

- An interview with the student and parent(s).
- Success in the entrance assessments or submitted GCSE grades.
- A positive recommendation from the Headteacher of the candidate's present school.
- A set of school reports for the previous two years, indicating academic ability and / or potential sufficient to meet the standards demanded in the Redhill curriculum.

The School is looking for well-rounded and balanced students. Preference factors (subject to the selection criteria above) are for those candidates with exceptional abilities in sports, music and the arts. Entrance Assessments are always used for students in Years 7-9, and if necessary in Year 10 and 11.

The assessments are in Maths and English, each paper lasting one hour. They are sat consecutively. The Maths paper is a representative sample of questions of escalating difficulty, from straightforward, age-appropriate questions to more complex and advanced work. The English Paper has a comprehension element and a section of extended writing.

The School curriculum does not suit any student below the national average ability band and standardised scores of a minimum of 100 average are thus an appropriate expectation of required academic standard.

5. Sixth Form entry for existing Redhill High School students

Students in Year 11 will be sent a letter in the Michaelmas Term to ask about their intentions for Sixth Form. Following this, it can be agreed with parents that a place will be reserved for Sixth Form entry. An offer letter will be generated and parents should confirm their intention within a two-week deadline period to allow the school to plan its provision.

6. Communicating the Results of the Process

Every effort will be made to inform parents of the admissions decision within 10 working days. Those accepted will receive an offer letter, outlining the offer of a place and any Scholarship that is to be applied. It is not the practice of the School to release either specific details of each child's assessment results, including any Scholarships offered. Any scholarship offer is deemed to be confidential between the school and the parents and student.

Scholarships will be offered for general academic ability and / or potential in Maths, English or both. The School may offer specific sporting or musical Scholarships to reward exceptional talent in these areas.

7. Accepting an Offer

To accept an offer, parents / guardians should return their acceptance form to the school office within two weeks of receipt and pay a £250 non-refundable deposit to reserve their place. Once the maximum number of places in a particular year group has been reached, the School will operate a waiting list.

8. ALN

When registering for admission via the Application Form, parents of a child who has Additional Learning Needs are asked to provide salient details such as a recent educational psychologist's report or IDP on the registration form. It is necessary to have this information in advance of any visit to the school so that the School can ensure that adequate facilities/adjustments can be provided throughout the admissions process. Likewise, account is taken of other learning difficulties and/or disabilities during assessment through an educational psychologist's report.

Upon receipt of a formal offer, parents complete an acceptance form which acts as a contract between the School and the parents. Details of any disability, special educational needs or learning difficulty must be declared on this form.

Where a specific learning difficulty is not identified by an educational psychologist's report, the School will use the ISC Reasonable Adjustments Checklist in determining whether there is a duty to make reasonable adjustments. This decision will also be made with reference to the Equality and Human Rights Commission publication on reasonable adjustments.

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/reasonable_adjustments_for_disabled_pupils_guidance_pdf.pdf

For example, the School can support dyslexic students, which is done by integrating the pupils fully into the curriculum but providing extra specialist support in English, where deemed appropriate. To this end, dyslexic students may be withdrawn from lessons by arrangement for specialist support individually or in small groups. This provision is chargeable and fees are obtainable from the School.

9. Reviewing the policy

This policy will be discussed and reviewed biennially, by the Board of Directors, and reviewed as appropriate.