



ST PHILIP'S SCHOOL

ADMISSIONS POLICY

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| Author/reviewer responsible: | AT | Last amended: | Sept 2024 |
| Reviewed by: | SMT | Date of authorisation: | Nov 2016 |
| Authorisation by resolution of: | Governors | Date of next review: | Occasional |

Entry to St Philip's is not determined by academic performance alone. The limited number of places on offer nonetheless means we have considerable competition for places, and an assessment day is an important part of the selection process.

Once parents have visited the School and completed the registration process, boys will be invited to attend an informal assessment, known as a 'play day' at St Philip's for boys under the age of seven, and 'an assessment' for those over the age of seven.

The play day will be informal in nature from the point of view of the boys. From the point of view of the assessors, we always look for potential and 'teachability' as opposed to outright attainment. To assess this, staff will observe boys in small groups and focus on creative play, structured play using building blocks and sequencing material, phonics, and communication and social interaction skills. The School is looking for boys who will thrive in its setting and contribute to it positively.

At the assessment, each candidate sits a series of short exercises to assess their potential in mathematics and English. It is important to note that the School seeks to identify potential as well as obtained knowledge. Selection of candidates is not made solely on the results of academic results, rather it is a combination of the impressions of the teachers on the day and a supportive academic and character reference from the candidate's present school.

The School welcomes application from families whose sons will benefit from a traditional Catholic academic education. If we have to decide between two or more candidates who meet our admission requirements, after all appropriate allowances and special consideration has been given, we will give preference to:

- a candidate who is a baptised and practising Roman Catholic;
- a candidate who already has a brother in the School;
- a candidate whose parent is a current member of our staff;
- a candidate with a particular skill, talent or aptitude.

Disability and Special Educational Needs

The School has limited facilities for the disabled, but will do all that is reasonable to comply with its legal and moral responsibilities under 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 child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs must provide the School with full written details at registration before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

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

Candidate's age

Very occasionally, we may offer places to pupils one year ahead or behind their standard year group, if we consider, as a matter of professional judgement, that this would be in the best interests of the pupil and the School.

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

- if he is unwell when taking tests or has had a lengthy absence from his school;
- if there are particular family circumstances such as a recent bereavement;
- if there is a relevant educational history, for example education outside the British system;
- if the candidate has a disability or specific learning difficulties;
- if English is not the candidate's first language.

In any of these cases, we may request further information such as a medical certificate or educational psychologist's report and any associated correspondence or details from the pupil's current school (including samples of work) or any family history of dyslexia, as we consider necessary to make a fair assessment.

Disclosures

Parents must disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties. The admission of any boy is at the discretion of the Head Master and is conditional on written acceptance of the School's Terms and Conditions, which are supplied with the Acceptance Form.