

Admissions
Policy



Hydesville Tower
School, Walsall

April 2016

The purpose of this policy is:

- To clarify the process through which pupils and students gain entry into the school at a variety of stages.
- To establish selection criteria and procedures that are consistent and fair to all applicants.
- To identify applicants whose academic and other abilities appear to match the ethos and standards of the school, and whose personal qualities suggest that they have the potential to contribute sufficiently to the school community and benefit from the many opportunities that are offered at Hydesville Tower School.

Throughout the school preference for admissions will be given to siblings.

Hydesville Tower School is committed to admitting those pupils and students for whom we offer an appropriate education. This is ascertained in the following ways:

- Entry into Year 7 for pupils not members of Hydesville Tower School in Year 6 is through an assessment day, which comprises standardised tests in English and Mathematics together with a "taster day". Assessment days are held by arrangement, since the school deals with admissions on a 1-1 basis.
- Existing members of the school in Year 6 are eligible for a place in Year 7. Typically the Headmaster will meet parents of any pupils for whom progression into Year 7 is not considered appropriate. Where this is the case, the Headmaster will work to assist parents in finding a more appropriate school for the needs of the child.
- Subject to the outcome of an audition, and evidence of outstanding performance, Performing Arts Scholarships may be awarded in Dance, Drama and/or Music. Candidates must also achieve an acceptable academic standard.
- A Sports Scholarship is available subject to references, evidence of outstanding performance and interview. Candidates may be requested to provide a practical demonstration of performance. Candidates must also achieve an acceptable academic standard.
- Academic scholarship in English, Mathematics, Science are offered as the result of an examination.
- Means tested bursaries may be awarded at the discretion of the Headmaster.

For Years 3 – 5 and Senior School pupils from Year 8 and above are admitted in the following way:

- The individual is invited to spend a taster day in school where an assessment is made by the class or subject teacher. Feedback is provided by the Headmaster at the end of the day.
- Standardised tests in Mathematics and English are administered on an individual basis.
- In all cases where an individual seeks entry to the school, the present school will be contacted for a reference which can be either oral or written.
- Bursaries may be awarded at the discretion of the Headmaster.

Entry into Early Years and Years 1 and 2 is determined in a variety of ways and depends on available space.

- Each new child will be expected to attend for a taster day's visit prior to entry.
- Nursery children are expected to be completely clean and dry.
- Parents are asked to be as candid as possible about any issues concerning their child.

- In Years 1 and 2 assessments are made of the child by the class teacher during a day in school.
- In all cases where a child has been in school or nursery previously, information is sought.

The most important issue at Year 10 is whether GCSE optional subjects fit reasonably well and whether the individual is willing to embrace wholeheartedly the ethos of the school. Stress is placed on the importance of:

- Interview with the Headmaster and Deputy Head.
- References from the present school.
- A taster day during which a standardised assessment will be made in English and Mathematics.
- Prospective students are asked to bring work samples with them which can be shown to subject teachers. This should always include English, Science and Mathematics. Where work samples are not available, the child will be required to complete an appropriate entrance examination.

The preconditions for admission are that:

- The applicant is of the appropriate age and sufficient maturity.
- The applicant enjoys satisfactory general health and will be able to attend lessons and fully participate in the life of the School.
- The applicant's learning difficulties and other special needs (if any) have been fully disclosed at the point of registration to the School and are, in the opinion of the Head, within both the school's and pupil's capacity to cope. The school will endeavour to make all possible reasonable adjustments for a disabled applicant.
- The present school report is satisfactory in respect of conduct and attitude.

The academic criteria for selection are :

- A successful taster day and conclusion that the candidate's academic abilities suit our traditional curriculum.
- A positive recommendation from the Head of the applicant's present school.
- The School is looking for well-rounded and balanced pupils and those with exceptional abilities.

Responsibility for Admissions

- The Headmaster is responsible for admissions and for the operation of the Admissions Policy.
- The admissions process is supervised by the Headmaster. The selection criteria and interview procedure are determined and reviewed from time to time by the Senior Leadership Team and the Cognita Education Officer.
- Correspondence regarding unsuccessful candidates will be dealt with by the Headmaster.

Specific Learning Difficulties or other Disabilities

The School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities.

Parents/Guardians are required to disclose their knowledge of any specific learning difficulty or disability relating to their child on registration. In addition, pupils will normally be interviewed and, if appropriate, referred to the Head of Learning Support who will undertake an assessment of an individual's learning needs.

Should a request be made regarding special conditions required to take the Entrance Examination, or any other special provision, then the School will require evidence of a formal diagnosis pertaining to that specific learning difficulty or disability. In the event of such a request being made, then a senior member of staff will assess and evaluate the applicant's needs, with regards to making any reasonable adjustments to provide equality of opportunity.

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