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| Status | Regulatory |
| Applies to: | Whole School |
| SLT Reviewer: | RN |
| Committee Monitor: | Education |



STOVER SCHOOL

Admissions Policy

Independent Day and Boarding School for Girls and Boys
aged 3 to 18 years

Stover School

March 2008
Last Reviewed September 2022

ADMISSIONS POLICY

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1 Introduction

Stover School is a co-educational independent school for boarding and day pupils, aged between 3 and 18 years.

Deciding on the right school for your child is an incredibly important and involving process. We believe that a successful choice is fundamentally based on a “goodness of fit” between the overarching ethos and educational approach of the school and the pupil and family concerned. We hold a number of open events during the year which give a general introduction to the school. Details are published on our website.

Prospective parents should contact the Admissions Department to arrange a bespoke personal visit to the school and then a taster day or series of taster days for the applicant. These visits are an integral part of our admission process. Please contact, the school’s Director of Admissions and Marketing, on 01626 354505 or email admissions@stover.co.uk to arrange a visit.

2 The Entry Procedure

Stover School does not select children on the basis of academic entry papers. Our selection process is designed to identify applicants who are able to benefit from our balanced and well-rounded education and who are able to make a positive contribution towards the life of the school.

Stover School comprises a Nursery School, a Preparatory School and a Senior School. The Nursery administers the Early Years Entitlement and is registered to accept a maximum of 24 children at any one session from the age of three years, with a ratio of 1 adult to 8 children.

The usual points of entry in the Preparatory School are the Reception Class (aged 4+), and in the Senior School, Year 7 (11+), Year 9 (13+) and Year 12 (16+). However, in practice, there is demand for places at other points. If places are available, the school can be flexible to accommodate this. The applicant’s integration, both educationally and pastorally, will then be fully supported by the staff and pupils of the School.

Applicants for admission should register as early as possible in the academic year proceeding the desired September admission point. (The registration documentation can be found on the school website).

3 Equal Treatment

Stover School encourages applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is essential to fully develop essential life skills in our pupils, which in turn prepares them for today's world.

Bursaries are offered with a view to making it possible for as many children as possible who meet the School's admission criteria to attend the School.

Stover School is committed to equal treatment for all, regardless of a candidate's sex, race, ethnicity, religion, disability, sexual orientation or social background. The School's provision for bursaries is described in section 8 and in more detail in the bursaries policy, which is available on request from the school Bursar (pjenkins@stover.co.uk).

4 Additional Needs

Stover School will consider applications from pupils with additional needs, providing that the Learning Support Department and Health and Wellbeing Department can offer them the support that they require. We require parents of children with additional needs to discuss their child's requirements with the Admissions Team and appropriate members of staff within the School, to ensure that the school can make adequate provision for the applicant. Parents should provide a copy of any related documentation, an educational psychologist's report or a medical/health report if they have one.

The School will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the applicant if they become a pupil at the school.

Stover School Additional Needs Analysis Tool

Stover School Additional Needs Analysis Tool is based upon the SEND Code of Practice 2015. It is used to identify which applicants we are able to provide for and which will require a more specialist setting. Further details are available from the Admissions Department.

Universal Provision

•Pupil characteristics

- Pupil operates broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other pupils
- The pupil remains part of the mainstream teaching timetable for all activities
- Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupil's needs
- Pupil has some mental health needs that can be easily supported through the class teacher and form tutor

Additional needs can be met at Stover School and will be reviewed regularly.

Targeted Provision

•Pupil characteristics

- Pupil progress with learning and development is at a very slow rate and additional support is needed to achieve this
- Pupil may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers
- Pupil has some mental health needs that can be supported through the Health and Well-being Team and/or via external agencies
- Evidence based interventions (group or individual) have been identified and put in place on the basis of the identified need
- Evidence of impact of the intervention is recorded, to inform decisions about whether the intervention remains appropriate

Dependent on capacity of the Learning Support Department and the current requirements of the entry year group, additional needs can be met and will be regularly reviewed. Future reviews and recommendations may prevent access to the next Key Stage at Stover School.

Specialist Provision

•Pupil characteristics

- Pupil has significant and persistent learning difficulties despite access to appropriate learning opportunities and support
- Pupil may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice.
- Pupil may have some mental health needs that require specialist intervention.

Additional needs cannot be met by Stover School.

5 The Admissions Process

The aim of our admissions process is to identify potential. Stover School seeks to admit well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. As well as academic achievement, the school has strong traditions in music, drama, art, outdoor pursuits and sport. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.

Our admissions procedure consists of four key elements:

- a tour of the school;
- a parental meeting conducted by the Head or, if unavailable, a member of the Admissions Team;
- a taster day or series of taster days, from which the staff concerned will provide feedback to the Leadership Team; and
- a copy of the last full written report from the applicant's previous school and any associated additional needs reports, current examination access arrangements and assessments, if applicable.

If English is not the candidate's first language, as is often the case with overseas students applying to board at the school, we aim to cover the same four elements, but usually by administering:

- an English test;
- an online interview with a member of the School Leadership Team;
- a series of subject specific tests; and
- a copy of the latest School report and an agent's report/recommendation.

Entry points: These procedures apply at all entry points to the School.

Transfer from the Preparatory School: The vast majority of pupils in the Preparatory School transfer to the Senior School for Year 7. This is, however, not automatic. Where there are concerns regarding the suitability of a Preparatory Pupil to continue into Senior School, discussions will begin in Year 5 to allow for suitable alternative provision to be found.

School reports: Parents are asked to provide a copy of the applicant's last written report. This will give an indication of the applicant's academic ability, attitude and behaviour, involvement in the school community, talents and interest, and any other special circumstances such as special education needs, or disabilities. The School may also request a more detailed written or verbal report directly from the applicant's current school.

Candidate's age: 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 applicant and the School.

Disability Assessments: 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 applicant's current school (including samples of work) or any family history, as we consider necessary to make a fair assessment.

Disclosures: Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities, learning difficulties or any other additional need. Should information pertinent to an application not be disclosed during the application process the School retains the right to withdraw that place after a child has been enrolled.

Additional factors: When the School is oversubscribed, and 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 may give preference to:

- a) a child who already has a brother/sister in the School or whose parent is a former pupil at the school;
- b) a child whose parent is a current member of Stover School staff;
- c) a child with a particular skill, talent or aptitude.

6 Sibling Policy

Most siblings join us at Stover School. However, admission is not automatic and there may be occasions where the School judges that a sibling is likely to thrive better in a different school environment.

7 Scholarships

Stover School offers the following scholarships:

- Academic
- Music
- Sport
- Arts (fine art or drama)

Purpose of Scholarships

Scholarships are designed to reward excellence and to celebrate exceptional talent. In recognition of this achievement, the scholar is offered a reduction in the fees for a designated time at Stover School. Parents are asked to indicate on the registration form whether they wish to apply for a scholarship. Details of the arrangements will be sent to all who express an interest. Candidates must be registered with the School to be entered for a scholarship. The maximum scholarship discount is 15% of fees.

We encourage parents of potential scholars who anticipate that they will experience difficulty in meeting the balance of the tuition fees to apply at the same time for a means-tested bursary, when they register their child.

Full details of all scholarships are in the Stover School's Scholarship booklet which is available from the Admissions Department and on the website.

8 Bursaries

Stover School's bursary programme is designed to make it possible for as many as possible of those who meet the entry criteria to take up a place here. The School considers means-tested awards to applicants at the usual points of entry, where the parents have indicated on the registration form that they require financial support. Both parents are required to provide proof of their income and assets and complete a bursary application form. The level of support varies according to parental need.

Bursaries are reassessed annually and families are required to provide information about their circumstances for every year that their child attends the School. Levels of support may vary with fluctuations in income between years or may be withdrawn if finances have improved.

The School's practice is to allocate its entire available bursary funding on entry. The School's expectation is that parents, who do not choose to apply for a bursary at the time that their child is being assessed, will not require financial support throughout the time that their child attends the school, except in wholly unforeseen circumstances.

Our bursary policy can be obtained from the school Bursar, Mr Patrick Jenkins (pjenkins@stover.co.uk).

9 Overseas Applicants

Stover School has the facility to accommodate approximately fifty boarders and overseas pupils are welcome to apply for these places. Such pupils must have an educational guardian living in the UK with whom he/she can stay in cases of emergency and for some of the shorter holidays.

Fluency in English

In order to cope with the academic and social demands of the school, pupils must be competent English speakers. Ideally applicants should have been educated in the English medium for at least one year before coming to the school. Tuition in English as an Additional Language (EAL) can be arranged at the parents' expense.

Religious Beliefs

Although Stover School has Christian roots, the school does not select for entry on the basis of religious belief, and it offers the opportunity for non Christians to practise their own faiths.

10 School's Contractual Terms & Conditions

Copies of the School's contract with parents are made available as part of the admissions process and are also available from the School Bursar.

Parental responsibility is defined in the Children Act 1989 as "all rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his or her property". It equals to legal responsibility for the child. Everyone who is a parent, as recognised under education law, can participate in their child's education and receive information about their child (such as school reports). Where known, the School requires contact details for all persons with parental responsibility for an applicant. Please disclose to the School in confidence any family circumstances or Court Orders which might affect your child's welfare.

11 Complaints

The school hopes that parents and pupils do not have any complaints about the School's admissions process; but copies of the School's complaints procedure can be sent to parents on request. The Complaints Procedure is also available on the School's website.