



Scarborough College

ADMISSIONS POLICY

This is a whole College policy, including EYFS and the boarding community.

Scarborough College welcomes applications from all children without regard to gender, nationality, disability, colour or creed. All applications are treated positively, sympathetically and in confidence.

PREP SCHOOL

The school is academically non-selective. However, the offer of a place is dependent upon the following:

1. The availability of places.
2. Previous school reports that provide clear evidence of prior attainment where appropriate.
3. A successful interview between the Head of the Prep School and both the child and parents.

It is expected that pupils and parents will fully support the aims and ethos of the school. If it is deemed that a pupil will not benefit from being at Scarborough College, the offer of a place will not be made.

SENIOR SCHOOL

The school is academically non-selective. However, for any pupil wishing to join any year group from Year 7 to Year 13, the offer of a place is dependent upon the following:

1. The availability of places.
N.B. For Year 7 entry, priority will be given to existing Scarborough College Prep School pupils.
2. The outcome of an interview with the Headmaster.
Interviews can be face-to-face or virtual. All interviews will adhere to the agreed College framework and question topics. In the event that the Headmaster is unavailable, a pupil may be interviewed by another member of the College's Senior Leadership Team.
3. Previous school reports that provide clear evidence of prior attainment, and/or a reference from the pupil's previous educational establishment that includes clear evidence of prior attainment appropriate to the phase of education the pupil wishes to join.
4. In the event of a lack of clarity provided by the reports and/or reference submitted, a pupil **may** be required to take **one or more** of the following: a Non-Verbal Reasoning (NVR) test, a New Group Reading Test (NGRT), an age-appropriate English written assessment, an age-appropriate Maths assessment.

Additional entry requirements for overseas pupils

For overseas pupils wishing to join the Senior School from an educational establishment that does not follow the English school curriculum, the offer of a place is dependent upon all of the above.

In addition, overseas pupils will be expected to submit a written statement of **250 - 300 words** explaining why they want to study at Scarborough College.

In the event of a lack of clarity provided by the reports and/or reference submitted, an overseas pupil may also be asked to complete an online Password assessment for English Language and Maths at either Basic or Scholarship level.

N.B. Password English language tests are formally aligned to the Common European Framework of Reference for Languages (CEFR), the international standard for describing language ability. The CEFR organises foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User.

If a pupil's written statement and/or Password test results indicate that their current level of English language proficiency will prevent them from accessing the College curriculum, the pupil may not be offered a place. However, in these circumstances, if the pupil and his/her parents commit to additional paid sessions of English language support from point of entry, the College will offer a conditional place based on a termly progress review.

Additional entry requirements for Sixth Form pupils

For students wishing to join the Sixth Form and study the IB Diploma Programme, the following additional requirement must be met:

- ◆ A minimum of five GCSE passes at grade C/level 4 (or equivalent). Three of these must be in English, mathematics and a science subject.
N.B. It is recommended that students have a grade B/level 6 (or equivalent) in the subjects chosen for study at higher level.
- ◆ A student who has completed examinations other than GCSEs will be expected to take College assessments in English and Maths, and/or the Password tests, to demonstrate their ability to succeed in the IBDP. A proficient level of English language skills are required to access the IBDP programme.

All students who enter the IBDP must do so on the understanding that they may be asked to transfer to the Diploma Courses Programme if they are not performing at the required level.

N.B. Scholarships are available for pupils wishing to enter the Senior School. Please see the separate information available on the College's website regarding Scholarships and Assisted Places

Special Educational Needs and Disabilities

Scarborough College welcomes applications from children with disabilities and special educational needs. We have a Learning Support team who can provide help for children with specific learning difficulties. However, each case will be assessed individually to ensure that children entering the school can benefit from the curriculum and play a full part in the life of the school. Full professional reports would be required in advance of any decision to ensure that the child's needs can be met.

The College will make reasonable adjustments to accommodate children with disabilities or special educational needs. However, in some cases, the curriculum, facilities or staffing resources may not meet the needs of the child and, in these cases, an offer may not be made. In other cases, an offer may be made subject to the provision of additional learning support. An additional charge would be made for this provision.

Please note that North Yorkshire County Council may provide funding for a pupil provided they have an EHCP. However, should a child with an EHCP be offered a place at Scarborough College, the costs of any support would be met partially by any funding received and any shortfall would be met through additional support charges as part of the school fees.

The College will make every effort to ensure that the school's culture, policies and procedures are made accessible to children who have disabilities and to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act

Policy Prepared by:

Guy Emmett
Headmaster

Person Responsible for Updates	Date Last Reviewed	Next Review Due
Guy Emmett	January 2021	January 2022