



# **Stonyhurst [Stonyhurst College, Stonyhurst St Mary's Hall] Admissions Policy**

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**Independent Co-educational Boarding and Day Schools**

**Stonyhurst**

September 2008

## Authority and circulation

1. This policy has been authorised by the Governing Body of Stonyhurst. It is addressed to prospective parents and pupils and to all members of the teaching and administration staff. For the purpose of this document the use of the word “*School*, or *School’s*” is taken to mean Stonyhurst, being both Stonyhurst College and Stonyhurst Saint Mary’s Hall (SMH). Any concerns or ambiguities to this matter can be referred to the Bursar and Clerk to the Governors.

## Policy statement

2. **The aims** of this policy are:
  - 2.1. To ensure compliance with the School’s charitable purposes. Stonyhurst is a Catholic school open to all in the clear understanding that the Roman Catholic religion delivered in the spirit of the charism of the Society of Jesus, and its teachings, underpin the ethos and life of Stonyhurst. Admission is neither restricted by location (region or worldwide) or by financial circumstances - excepting that overall there has to be a proper balance between income and costs such that the continuance of the School will not be financially imperilled.
  - 2.2. To identify and admit children who are most suited to, and most likely to benefit from, the particular education and formation Stonyhurst offers – children and young people who contribute to and benefit from the spiritual, academic, sporting and cultural life of the School. A child’s academic performance to date is an assessment consideration in the admissions process undertaken either by the Head of Stonyhurst College or the Head of Stonyhurst St Mary’s Hall as appropriate, in consultation with senior staff.
3. **Equal Treatment:** We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents’ race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status. We expect all of our pupils to attend our church services and school assemblies which are fundamental to our ethos.
4. **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 should provide the School with full written details at registration, or subsequently 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.

## Procedures

5. **Summary:** Our admission procedure has four elements:
  - 5.1. Entry tests;
  - 5.2. Interviews;
  - 5.3. Character references;
  - 5.4. Disability assessments (if applicable).
6. **Entry points:** These procedures apply at the main points of entry: 11+, 13+ and 16+ and also to candidates for occasional vacancies in any other year group.
7. **Entry tests:** These are as follows:
  - 7.1. At 11+ candidates take papers based on National Curriculum expectations for English, Maths and Sciences. These papers are set by the School.
  - 7.2. At 13+ candidates take Common Entrance papers.
  - 7.3. For admission to other year groups, the school sets its own tests in certain core/option subjects as appropriate.
8. **Interviews:** These are of two kinds:
  - 8.1. **General interviews:** In all cases there will be a general interview to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the school.
  - 8.2. **Option interview:** At 16+ there may also be an "option interview" to explore a candidate's academic ability in a particular subject. For certain option subjects (such as Art) candidates may be asked to submit samples of their work.
9. **Character reference:** The Head of the candidate's current school will be asked to provide a written reference as to the candidate'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 a disability. The reference may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).
10. **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.
11. **Special circumstances:** We recognise that a candidate's performance may be affected by particular circumstances, for example:
  - 11.1. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
  - 11.2. If there are particular family circumstances such as a recent bereavement;
  - 11.3. If there is a relevant educational history, for example education outside the British system;
  - 11.4. If the candidate has a disability or specific learning difficulties;
  - 11.5. 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.

12. **Disclosures:** Parents must as soon as possible disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties.
  13. **Additional factors:** 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 may give preference to:-
    - 13.1. A child who already has a brother/sister in the school or whose parent is a former pupil here;
    - 13.2. A child whose parent is a current member of our staff;
    - 13.3. A child with a particular skill, talent or aptitude.
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**By resolution of the Governing Body**

September 2008