RYDE SCHOOL
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Admissions Policy
(Whole School)

Policy date:	September 2025	
Date of next review:	Summer Term 2025-26	
Owner(s):	BMC/WT	
Approval body:	Head Master & Governors	
Intended audience:	Pupils, parents and staff	
ISI Regulatory Paragraph No:	32(3)(a)	
Location (tick as appropriate):	Website	✓
	Parent Portal	✓
	Staff Portal	✓
	Inspection folder	✓

Ryde School is constituted as a limited company with charitable status. The School is a non-selective school for pupils aged 2 - 18; the Prep age range is 2 - 11 and the Senior School is 11-18. Ryde School is a Church of England Faith School.

The aim of this policy is to be clear about the way in which we seek to identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community. We will only admit a child who has met the admission criteria relevant at the time.

It also clarifies how we manage the Admissions Register.

The aims of the School are clearly stated and it is expected that pupils admitted to the School will develop in all these areas and that parents selecting the School for their child support our stated aims.

Equal Opportunities

We welcome children from all 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, gender, language, religion, political or other opinion, national or social origin, association with a national minority, sexual orientation, property, birth or other status. We expect all of our pupils to attend our school assemblies and church services which support our Christian ethos though parents may seek exemption on religious grounds from the Head Master.

At present our facilities for children with disabilities are limited but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children with disabilities. When a disability or special educational need is made known to us, we will consult with parents and previous schools and make reasonable adjustments to our admission procedures and arrangements to enable a child, if he/she is able, to satisfy our admission requirements. Our annual accessibility review considers how we can improve facilities for those with disabilities, including reviewing the situation for specific individuals and a number of adjustments have been made recently.

We shall consider the extent and nature of a disability in terms of:

- The extent to which the impairment has an adverse effect on day-to-day activities
- The level of impact
- The length of time for which it will impact

In the light of the above the School will consider the nature of adjustment required and whether this is reasonable. In determining whether adjustment is reasonable, the School will consider:

- Whether the pupil will still be disadvantaged
- Whether the pupil's attendance will disadvantage others
- Whether there is sufficient staff expertise not to disadvantage the pupil

- Availability of support from external agencies, including health service and local authority
- The School's own resources, viable levels of assistance and costs
- The effectiveness of adjustment to overcome the disadvantage
- The practicability of adjustment
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of all pupils, current and prospective
- The impact upon staff

Further details, including possible 'reasonable adjustments', can be found in the School's Accessibility policy.

The Assessment Process

Our admission procedure has four elements -

- Assessment of Attainment;
- Interviews or school visits;
- Character references - we place particular importance on good discipline and behaviour when considering applications for admission to the School;
- Disability assessments (if applicable).

Assessment of Attainment

We cater for a wide range of abilities and so our tests are designed to assess whether pupils can cope with our curriculum and to determine best fit for setting. It is our expectation that pupils entering below the Sixth Form should be able to achieve at least five grade 5s at GCSE level.

The nature of assessment is as follows:

- In the Pre-Prep, an informal assessment would be undertaken to include a phonics check, a maths and writing assessment and an assessment on the child's ability to communicate with both peers and adults.
- In Years 3-6 of the Prep School, tests in Non-verbal Reasoning or a measure of developed ability in English and Mathematics appropriate to the age of the candidate.
- In the Senior School pupils take papers in English and Mathematics and sit a Non-verbal Reasoning test, appropriate to the age of the candidate; for entry into Sixth Form papers may reflect more closely subject preferences.

Special Educational Needs & Disabilities

- **Admissions**

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater

for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

- **Withdrawal**

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion, after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Interviews or School Visits

In all cases there will be a general interview with a senior member of staff to explore the candidate's interests, attitude to school, personal qualities, ability to contribute to the school community and support available at home. In Pre-Prep an informal assessment through discussion with a pupil will take place and in scholarships the interview may be used to explore a candidate's academic ability in a subject. These may happen on-line where a visit to the School is not easy. In the Nursery, children will be given the opportunity to interact with staff and peers through guided activities such as a simple game or story sharing to assess their communication skills.

Character References

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).

Entry Points

In the Prep School we consider pupils for entry into any Year Group. In the Senior School our main entry points are at Years 7, 8, 9, 10 and 12. We would not normally consider entry half way through GCSE or A Level/IB

courses though we do offer a one-year GCSE programme for pupils joining in Year 11. Very occasionally, we may offer places to candidates 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.

Special Circumstances and Disclosures

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

1. If he/she is unwell when taking tests or has had a lengthy absence from his/her school;
2. If there are particular family circumstances such as a recent bereavement;
3. If there is a relevant educational history, for example education outside the British system;
4. If the candidate has a disability or specific learning difficulties;
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.

Parents must, as soon as possible, disclose any particular known or suspected circumstances relating to their child's health, allergies and disabilities including learning difficulties.

Scholarships and Bursaries

The School is able to provide a number of Academic, Sports, Music and General scholarships into Years 7, 9 and Lower Sixth. These places are awarded to high quality candidates and are competitive following specific assessments. The aim is both to recognise excellence and widen access, hence scholarships open opportunities to bursaries which provide fee assistance and are means-tested. Parents are required to submit a financial declaration before the examination date. Places will be offered on a basis of performance in the examinations and at interview, the amount and number of the awards made being at the discretion of the Head Master, operating within the guidelines set by the Board of Governors.

The number of these awards may vary from year to year, depending on the academic profile of the cohorts involved. Further information about these awards can be found on our website, together with deadlines and timelines for applications and assessments.

The Admissions Process

Registration

Pupils will be considered as candidates for admission and entry to the School when the Registration Form has been completed and returned to us and the non-returnable registration fee paid. Admission and entry will be subject to the availability of a place and the pupil satisfying the admission requirements at the time.

Offer of a Place and Deposit/s

If, in due course, a place is offered, the deposit/s will be payable when parents accept the offer. Details of deposits are set out in the Fees List. When a pupil has left the School and all outstanding bills and fees have been settled, the deposit will be refunded or used to support the School Bursary Fund.

Moving to the Senior School

A pupil who is moving from the Prep School to the Senior School will be expected to show the ability, attitude and motivation to do so. Sufficient independence so as not to usually need 'in class' support, and the potential to secure five GCSE grades above a '5', are generally felt to be necessary criteria for a child to be able to access and gain from our curriculum and provision.

Continuation of Education

It is assumed that a pupil will continue between each stage of their education in the School (and parents must in every case give a term's notice if that is not the pupil's and their intention) unless the pupil has been unable to satisfy the entry requirements for the next stage.

We expect pupils moving into the Prep School to achieve three 2Bs in their Key Stage 1 assessments. Pupils moving to the Senior School are expected to achieve standardised scores above 86 in Maths, English and Non Verbal Reasoning, or an equivalent standard in the ISEB 'Common Entrance Exam'.

A Level and IB Courses

It is assumed that a pupil will continue into the Sixth Form (and parents must in every case give a term's notice if that is not the pupil's and their intention) unless the pupil has been unable to satisfy the Sixth Form entry requirements. It is our expectation that pupils moving into, or entering the Sixth Form, achieve at least five grade 5s at GCSE level, with grades 6 in the subjects they wish to study at A Level or IB higher level (students for IBCP need at least 5 grade 5s to access the course.) These are realistic baselines from which pupils may proceed successfully. Each pupil receives advice on choosing appropriate subjects and courses.

Maximum Numbers in the School

We are required by the Department for Education to ensure that the number of pupils in the school falls within our stated maximum, as for safety reasons. Our declared maximum is 856, which should not be exceeded for health and safety reasons.

Some year groups or the boarding houses can be oversubscribed. If we have to decide between two or more candidates who meet our admission requirements after all appropriate allowances and special consideration have been given, we may give preference to:-

1. A child who already has a brother/sister in the school or whose parent is a former pupil here;
2. A child who has been registered for longer than others;
3. A child with a particular skill, talent or aptitude.

Managing the Admissions Register

The Registrar is responsible for making returns to the Isle of Wight Local Authority for each pupil that joins the School and also for informing them when a child's name has been deleted from the register for reasons other than leaving at the end of the Upper Sixth. This will be done by the end of the 5th day of entering a pupil on the admissions register and as soon as a child's name is deleted. Reasons for deleting a child's name from the register are set out in the School's procedures.

Where a child has missed ten consecutive days' education for reasons other than sickness or authorised absence, or has failed to attend regularly, then the DSL or Deputy DSL will inform the Isle of Wight Local Authority immediately. The decision over what constitutes 'failure to attend regularly' will be determined by the DSLs on a case by case basis but might mean, for example, consistently missing the same days or parts of days but not on a consecutive basis, or being regularly absent at the same time each year.

International Admissions and Child Student Visas

A separate policy on international admissions and Child Student Visa sponsorship exists and is updated annually by the Registrar. Anyone wishing to view it should contact the Admissions Registrar