

# Bradford Grammar Junior School

## Admissions Policy

**This policy applies to the Junior School, including the Early Years Foundation Stage (EYFS) and is published to parents, pupils and employees.**

This policy reflects the values, ethos and philosophy of Bradford Grammar Junior School (the School) in relation to the admission of pupils.

The School's values are:

- **Excellence**
- **Opportunity**
- **Happiness**

The School is a selective co-educational day school. Through its recruitment process, it seeks to identify bright girls and boys who have both strong academic potential and a willingness to contribute to the wide range of co-curricular opportunities available.

The majority of pupils join the School in the Reception (EYFS) year group, but pupils can join in later year groups, if places are available.

Upon making an enquiry with the School (by telephone or via the website), prospective parents, are sent an information pack including details of the School's open events and details of how to proceed with an application. Parents are encouraged to visit the School, either by registering to attend an Open Event, or by making an appointment to visit the school.

Upon completion of the online application and payment of a registration fee, the prospective pupil's details are placed on the School Information Management System (SIMS) database. This ensures that all relevant information about pupil assessment days is sent to parents. If a pupil's application to the School is not successful or if the pupil does not join the School for another reason, their details are deleted from SIMS. Applications for assessment open in the September prior to a pupil's start date, however parents can register their interest ahead of this date.

### Admission to the School

Admission to the School is by selection following an assessment process. Pupils are assessed for entry to the School at each year group. The entrance assessments take place during the spring term. The assessment dates are published in advance on the School's website. However, pupils can be assessed at other times at the discretion of the School.

### Non-standard pupil transfers between schools

The School follows the guidelines set down in Bradford Council's document *Children Missing Education – Guidance for Schools* regarding pupils who transfer schools.

Any pupil who moves school during a school year and any pupil who moves school at the end of any school year apart from the end of Year 6 or the end of Year 11 is undertaking a non-standard pupil transfer.

When pupils leave the School to join another school in a non-standard manner, Common Transfer Files (CTFs) are sent to their new school; the School also telephones their new school to ensure the pupil is on roll at their new school. If pupils leave the School to be home-schooled, or if their whereabouts is unknown, Bradford Education Authority is informed via Bradford Schools Online

(BSO).

## **Assessments**

Candidates for assessment are invited to the school early in the Spring Term for age related assessments designed to evaluate whether they will be able to settle and make progress in the Junior School. A school report is also requested from the applicant's present school or setting.

### **Reception (EYFS)**

The entry process for Reception will involve children working one to one with an Early Years Foundation Stage (EYFS) teacher. The informal assessment process will involve age-related practical, verbal and written tasks and is designed to evaluate a child's aptitude for learning, potential for academic growth and personal and social development. A settings (nursery, child minder, home) visit will also be arranged to further support the admissions process.

### **Year 1**

Candidates for entry into Year 1 are invited into school to work with a teacher. Candidates are expected to read with the teacher and their ability in English and Mathematics is assessed. Responses to new concepts and interactions with peers and the teachers will also be assessed.

### **Year 2 – candidates for entry to Year 2 are assessed in the following areas:**

- English - reading comprehension, the fluency of their reading, their writing skills (including spelling, punctuation and grammar) and their oral ability.
- Maths - their written responses to age-appropriate maths questions.
- Their responses to new concepts that they are introduced to during the assessment.
- Their interaction with their peers and the assessing teachers.

### **Years 3 and 4 – candidates for entry to Years 3 and 4 are assessed in the following areas:**

- English - reading comprehension, the fluency of their reading, their writing skills (including spelling, punctuation and grammar) and their oral ability.
- Maths – their written responses to age appropriate maths questions (including problem solving) and their knowledge of times tables.
- Their responses to new concepts that they are introduced to during the assessment.
- Their interaction with their peers and the assessing teachers.

### **Years 5 and 6 – candidates for entry to Years 5 and 6 are assessed in the following areas:**

- English - reading comprehension (including their understanding of age-appropriate vocabulary), their writing skills (including spelling, punctuation and grammar) and their oral ability.
- Maths – their written responses to age appropriate maths questions including their knowledge of times tables. Their responses to new concepts that they are introduced to during the assessment.
- Their interaction with their peers and the assessing teachers.

Specimen assessment papers are available on request for Year 5 and Year 6 entry.

Following the entrance assessment, successful applicants will receive written confirmation of the offer of a place at the School together with the School acceptance form (contract). To formally accept the place, parents must then complete and return the acceptance form along with a non-refundable deposit and a copy of the child's passport, parents who are unable to provide a copy of the child's passport must provide a copy of the child's birth certificate. Prior to the child starting at the School, a welcome pack will be forwarded to parents.

Much of the information above is also published on the School's website.

Should an application to the School be unsuccessful, parents may reapply in a subsequent year; they would be required to complete a new online application and pay a further registration fee.

### **Transition to the Senior School**

Pupils in the Junior School are not required to sit the Senior School Entrance Examination and it is anticipated that they will all move to the Senior School. However, the final decision about whether a pupil will be accepted into the Senior School is at the discretion of the Headmaster.

### **Children in Need of International Protection**

At the School we recognise the part we can play in responding to humanitarian crises by offering children in need of international protection (Appendix 1) school places where we are satisfied that we can meet their needs. This not only benefits this particular group of children but further demonstrates our commitment to build an inclusive and supportive school community and to make a positive contribution to our local community.

The Headmaster has discretion, after consultation with the Chairman of Governors, to offer a free school place ("Protected School Place") to children who have fled conflict in their home country. The offer of a Protected School Place will not mean there is a reduction in the number of places offered under the school's standard admissions policy.

Under UK law, asylum-seeking and/or refugee children of compulsory school age have the same entitlement to full-time education as other UK children. It is the responsibility of the Local Authority to provide suitable full-time education for all children of compulsory school age resident in their area.

Therefore, for the purposes of admitting children under this policy, the process is as follows:

- a. The School will contact the Local Authority and confirm the number of available places and provide a copy of this policy;
- b. Applications for places may be received directly from families or from the Local Authority on behalf of the child applicant;
- c. The School and Local Authority will consult on the application and consider whether BGS is the right environment for the child, bearing in mind their needs and circumstances and the school's ability to meet those needs;
- d. An in-person visit by the child (and their next of kin where possible) is an essential part of the application process;
- e. The child will be required to sit the Entrance Examination as described in section 1 above and will only be offered a place if the academic standards are met;
- f. The Protected School Places will be allocated at the discretion of the Headmaster and Chairman of Governors working with the Local Authority, considering the results of the Entrance Examination and having met the child and, where possible, next of kin;
- g. The Local Authority will be asked to confirm the known details of the child (including their legal name and date of birth) and other details such as any known disabilities or special educational needs;
- h. The parents [or guardian] will be asked to sign the school's usual parent contract. Where it is not possible for a parent [or guardian] to sign the contract (for example, because they cannot be identified), the Local Authority will be asked to sign;
- i. The School will be responsible for an appropriate orientation and induction process for the child on admission.

The School will follow this procedure for admissions under this policy on a case-by-case basis but may at the discretion of the Headmaster amend the procedure if appropriate (acting fairly and rationally in each case).

**Policy reviewed by:** Mr R Ribeiro, Head of the Junior School  
**Last policy review date:** Summer 2025  
**Next policy review date:** Summer 2026

## Appendix 1

Under this policy a 'child in need of international protection' is any of the following:

- **Asylum-seeker:** this is a person who is in the UK and has made an application for international protection (which covers both refugee status and humanitarian protection). Most child asylum-seekers will be dependents of their parents. However, an unaccompanied child can claim asylum in their own right. Children who are asylum-seekers are vulnerable to be moved to different parts of the country and do not have a stable status in the UK.
- **Refugee:** this is a child who has been granted refugee status by the Home Office. Refugees are normally granted 5 years' leave to remain as a refugee after which they can apply for indefinite leave to remain. Children accompanying a successful main asylum applicant will normally be granted leave in line with their parents.
- **Humanitarian protection:** A person who does not qualify for refugee status may be given protection on the basis that if returned to their country they would face a real risk of suffering serious harm. These individuals may be granted 5 years' leave to remain by the Home Office after which they can then apply for indefinite leave to remain.
- **Ukraine Scheme:** This is divided into three sub-schemes:
  - The Ukraine Family Scheme (for people with family already residing in the UK);
  - The Homes for Ukraine Sponsorship Scheme (for people matched with UK residents offering sponsorship to reside with them);
  - The Ukraine Extension Scheme (for people who were already lawfully in the UK when the war started but whose visas have expired or will expire).

Successful applicants under the Ukraine Scheme are granted 36 months' permission to stay in the UK. Children can benefit from the Scheme either as dependents of their parents or in their own right (e.g. if they are not accompanied by their parents).

- Children who belong to families applying for any of the above types of status.

Statutory guidance for England states that an education placement should be secured for all looked after children (including unaccompanied and asylum-seeking children) within 20 school days of coming into care. Being undocumented or having a 'no recourse to public funds' condition on a visa does not prevent a child from accessing education (education is not a 'public fund' as set out in the immigration rules).