



Admissions Policy

Policy Owner	S Cooper-New
Date of Policy	August 2025
Reviewed By	Marketing Committee – June 2025

1. General

Wycliffe College ('the School') is a co-educational independent school for pupils from ages 3 to 19. Deciding on the right school for your child/ren is very important, and we believe that an in-person visit is invaluable. We very much hope that you and your child/ren will visit the School. We hold a number of open events throughout the year which gives a general introduction to the School. Details of these open events are available on our website.

Our overriding aim is to ensure that every pupil who joins is capable of accessing and achieving in the full breadth and depth of the curriculum, both academic and co-curricular; this forms the basis of our Admissions Policy. While our focus is academic, overall, we aim to ensure that every child who is educated at Wycliffe College progresses in a well rounded manner and has a happy and successful time. Wycliffe College aims to stretch and challenge pupils whatever their starting point.

The School is very happy to welcome prospective parents and their children at other times. Please contact the relevant Admission Team to arrange a visit:

Prep Admissions (age 3-13)

prepadmissions@wycliffecollege.co.uk

Senior School Admissions (age 13-19)

admissions@wycliffe.co.uk

If for reasons outside of the school's control it is not possible to hold open events or arrange school visits, then the School will put alternative arrangements in place and publish these arrangements on the website.

2. Equal treatment

The School's aim is to encourage applications from pupils with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.

Bursaries and Scholarships are offered to make it possible for as many as possible who meet the School's admission criteria. The School's provision for Bursaries and Scholarships is described below.

The School is committed to ensure that no applicant is treated less favourably, during the application process, by reason of a protected characteristic as defined within the Equality Act 2010.

3. Religious Beliefs

Although the School has Christian roots, we do not select entry based on religious belief, and we offer the opportunity for all faiths to practise. However, parents/guardians should be aware that there are Christian elements to assemblies on certain days. Assemblies are held in the Chapel at the Senior School and in the Studio Theatre at the Prep School. If a pupil has a deeply held religious or philosophical belief that prevents them from attending any of the assemblies, they need to ask specific permission from the Head at their respective school to be excused. An alternative supervised time and location of reflection is arranged for those pupils who have opted out of attending school assemblies on religious grounds.

4. Special Educational Needs and Disabilities

Wycliffe College is a dynamic and ambitious learning environment where pupils experience a rich and varied education, shaped by specialist subject teaching, busy lesson transitions, and long, engaging days. We take pride in offering a broad curriculum that extends beyond the classroom, with a strong focus on creativity and sporting excellence. We recognise that every learner is unique, and we are committed to supporting all pupils, including those with Special Educational Needs and Disabilities (SEND), to access the full breadth of school life.

As a mainstream independent school, we provide a high level of support through a graduated response, ensuring that appropriate interventions and reasonable adjustments are made in line with the SEND Code of Practice (2015) and the Equality Act (2010). We offer a range of support strategies across different tiers, including targeted interventions and bespoke learning plans, to enable pupils to achieve their potential.

Our goal is to facilitate high levels of academic achievement and personalised exam outcomes in Year 11 and Year 13 by embedding the principles of Rosenshine's Theory of Effective Instruction in our teaching. Alongside academic success, we are committed to fostering increasing levels of independence; equipping our pupils with the skills and confidence needed for life beyond education.

The College follows a graduated response to SEND, ensuring support is tailored to individual needs. This approach includes:

Tier 1 Universal Support: High-quality teaching with differentiated strategies to address diverse needs.

Tier 2 Targeted Support: Small group interventions or in-class support for pupils not making expected progress.

Tier 3 Personalised Support: Individualised interventions or external specialist services for students requiring intensive support.

Tier 4 Highly Personalised Support: Pupils with an EHCP/CEA SENA or on the pathway to obtaining an EHCP/CEA SENA.

Pupils with an EHCP have a separate admissions policy; a consultation is made by the local authority to Wycliffe College. This process ensures that Wycliffe College can identify if it can meet the individual needs of the pupil. If we feel that we can meet the provision, as identified in the EHCP, then we can consult with the Local Authority on admission.

Once the pupil is at Wycliffe College, we will complete annual reviews, or an interim review if required, in which all external agencies, teachers and pastoral staff are consulted on the progress of the pupil against their individualised targets.

If the pupil comes with funding from the Local Authority an updated provision plan will also be drawn up as part of the annual review process. The annual review is a mechanism for the local authority to quality assure the provision and ensure the effectiveness of the funding.

Parents/guardians of children with learning support needs, special educational needs and/or disabilities must discuss their child's requirements with us before entering the application process to identify that Wycliffe College can make adequate provision for them. Parents/guardians should provide the School's Health Centre with information about their child's medical condition/disability before they are offered a place so that potential barriers to learning and participation are identified and, if necessary, additional arrangements are put into place prior to admission. We will discuss thoroughly with parents/guardians and their medical advisers where appropriate the adjustments that can reasonably be made for the child if they become a pupil at the School.

In order to make a fair and complete assessment of our ability to cater for the child's needs, the School reserves the right to request further information, (e.g. an Educational Psychologist's report; or a medical report) and associated correspondence from the pupil's current school. Where the child has special educational needs, our Head of Learning Support will meet with parents and the child to assess the child, and he or she will need to attend a Taster Day or overnight Taster Stay (in the case of boarding pupils) to assess if the School is able to meet the child's needs. Taster Days will only occur once the child has been formally registered and has met with either the Head and/or another delegated member of staff.

There may be exceptional circumstances in which we are not able to offer a place. 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, then we may not be able to offer a place at the School.

Full details of provision available can be found as part of the Learning Support and SEN Policy which are on the website. A specific learning difficulty or additional needs may only become apparent as a pupil matures, and the same criteria for entry to the next phase will be applied as all pupils move through the school; ensuring pupils continue to be able to fully access the curriculum, achieve their potential and progress as this is essential to their welfare and self-esteem.

5. The entry procedure

Our admissions process is simple and streamlined whilst still being thorough and fair. We take applications at any point in the academic year. The key steps to joining the School can be found on our website under the 'Admissions – How to Apply'.

The School is academically inclusive and we base our admission decision on:

- references from the candidate's previous school;
- diagnostic testing (a CAT4 online assessment) to ensure that they can access their chosen curriculum; and
- an interview via a video-call or visit to the School

The School will do all that is reasonable to ensure the application process (and any information about the School) is accessible for disabled applicants and will make such reasonable adjustments as necessary. Parents/guardians are requested to inform the School of any special circumstances relating to their child which may affect their child's performance in the admissions process.

Our selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the School as a whole. The School is a boarding and day school where pupils and staff live, work and study as one community. Therefore, a pupil's ability to thrive at Wycliffe College academically, socially and emotionally will be taken into consideration. Decisions to offer a place will therefore take into consideration what is in the best interests of the entire School community and year group cohort for the year group that is being applied for as well as the individual's best interests. Wycliffe College reserves the right to not offer a place at the school if it is felt that it is not in the best interests of the child.

6. Acceptance of Place

Parents who wish to accept a place for their child at Wycliffe College are required to complete and sign the Acceptance of Place Form and pay a deposit. Acceptance of a Place is subject to parents agreeing to Wycliffe College's Terms and Conditions which are available on the School website and will be made available to parents as part of the admissions process.

7. Notice to Withdraw your child from school

All tuition fees are payable in advance on, or before, the first day of each term. Parents wishing to withdraw their child for any reason must give a full term's notice in writing to the Head of their respective school; otherwise, a full term's full fees are payable. Provisional notice, or rolling notice, will not be accepted in any circumstances. The Notice to Withdraw a child from the school must be sent and signed by both parents and/or legal guardians to the Head. Notice to Withdraw sent to any other member of staff will not be accepted. Notice to Withdraw will not be accepted from agents or educational guardians.

Further information please see our Terms and Conditions.

Every effort is made to give a full term's notice in the event of an increase in tuition fees. The governors, however, reserve the right to increase the fees without prior notice.

8. Sibling Policy

Most siblings can join us at the 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 academic environment.

9. Scholarships

Scholarships are designed to reward excellence and to celebrate exceptional talent and are awarded for outstanding performances in selected areas. In recognition of achieving a scholarship, a small reduction in the fees is offered throughout the pupil's time at the School. This is subject to annual review of the performance of the Scholar in respect of on-going satisfactory performance and the continuation of any individual subject award at GCSE or A Level. Applicants may apply in more than one category, however the fee discount will be applied to the combination of scholarships and not individually.

If a pupil holds an existing Wycliffe College Scholarship, and is awarded a Sixth Form Scholarship, then this will replace the existing Scholarship, with a commitment that the new Scholarship will be at least equal in value.

The Head and Director of Finance and Operations determine how the available Scholarship awards are distributed between applicants. The number and size of awards will depend on the quality of the candidates and the funds allocated by Trustees. Scholarships are made at the discretion of the Head whose decision is final.

9.1 11+ Scholarships

For 11+ (Year 7) Scholarships, there are three areas of scholarship:

- Academic excellence
- Art
- Drama

The assessments will take place in November and March prior to September Entry. Applicants can take part in Scholarship Assessments when they are in Year 6.

9.2 13+ Scholarships

For 13+ (Year 9) Scholarships, there are six areas of scholarship:

- Academic excellence
- Art
- Design Technology
- Drama
- Music
- Sport

The assessments take place over one week in both October and January (except for Sports Scholarships which are only available in October) prior to September entry. Applicants can take part in the Scholarship Assessments when they are in Year 8.

9.2 Sixth Form Scholarships

For Sixth Form, there are five categories of scholarships:

- All-Rounder
- Academic excellence
- Modern Foreign Languages
- Creative, including Art, Design & Technology, Drama and Music
- Sport

Sixth Form Scholarship Assessments are in October and March of an academic year. Assessment for a Sport Scholarship is only available in October. Year 11 or Development Year pupils may apply for a Scholarship in one of the Scholarship Assessments or both.

The Academic Scholarship assesses Verbal, Non-Verbal, Spatial and Quantitative Reasoning via the CAT4 testing system. In creative disciplines and other areas as appropriate, a portfolio of work may be requested.

For Sports Scholarships, it is expected that applicants are outstanding in at least one major sport that is offered at competitive level at the School. They may well also show potential in at least one other sport.

Music Scholars may, exceptionally, be permitted to not take Music A Level if they contribute significantly in other ways to the musical life of the School, as determined by the Director of Music.

The All-Round excellence Scholarship recognises a significant commitment to Wycliffe life and the potential for further contribution. It is intended for applicants who demonstrate ability and strength of character across disciplines (e.g., Academic, Music, Sport, Drama). This award might also be given to an applicant who through involvement in charitable initiatives (the Combined Cadet Force, Duke of Edinburgh or other wider extra-curricular activities) has been identified as someone who might go on to make a significant and valuable contribution to the School (and wider) community.

We encourage and welcome scholarship applications from international pupils. Special arrangements are made if the pupil is unable to attend the assessments due to travel restrictions.

10. Transformational Bursaries

The amount made available for Bursaries each year will vary depending on funds allocated by Trustees and not all applications for a Bursary will be successful. Transformational Bursaries will be provided in conjunction with our partner Royal National SpringBoard Foundation, a charity which aims to identify and match capable children from disadvantaged backgrounds with boarding schools where they will most benefit. The School is an accredited member of Royal National SpringBoard Foundation.

If you feel that your family would qualify for a Transformational Bursary then visit the website for the Royal National Springboard in the first instance: www.royalspringboard.org.uk

The requirement for additional bursarial support or financial assistance should be requested via the Director of Finance and Operations.

11. International Applicants

The School has a long tradition of welcoming international pupils provided that they have the legal right to enter and study in the UK and they have a responsible adult living in the UK as their Guardian.

The School needs to evaluate each applicant's level of English. Each applicant will be required to take a CAT4 assessment (specific to their chosen year of entry) and hand write an essay in English. We offer a place based initially on the results of these tests, plus any information obtained from school reports/reference and interview feedback from meeting them at a visit to the School or via video-call.

The School also carries out extensive pre-testing before the start of the academic year during the Pre-Sessional programme prior to the start of the Autumn term. If an applicant's English is not deemed sufficient, an alternative is provided through entry into the Development Year (age dependent). This decision is taken in conjunction with the parents and/or guardian and/or agent.

As well as possessing English language competence, international pupils should be able to demonstrate aptitude in academic areas to undertake Sixth Form studies. We assess a pupil's ability and potential from the academic reports we receive, and we make a judgement on suitability based on our knowledge and experience of a specific country's education system and expectations. We take this into account when we decide to offer a place or advise on specific subject choices.

International pupils with special educational needs will be assessed according to Point 4 in this policy.

All pupils whose parents are resident overseas, regardless of nationality, and those with parents in the armed services who are likely to be absent for periods in the year must appoint an educational guardian in the UK. The Admissions Offices will provide the necessary Educational Guardian Policy and Form to parents to be completed and returned to the Admissions Office prior to commencing the CAS process to enable those pupils requiring a Child Student Visa (previously Tier 4 Visa) to apply.

Please also read:

- **UK Visas and Immigration Compliance policy**
- **Educational Guardian Policy**

12. Senior School Boarding House Allocation

Boarding House places are allocated by the Admissions Department with the Senior Deputy Head in the interests of a good community balance. Once at College, pupils may only change House with the permission of the Senior Deputy Head. Only in exceptional circumstances will House changes be considered and only if the pupil is changing Boarding Status. House changes that do occur will only be actioned at the beginning of a new academic year. We reserve the right to allocate boarding/flexi boarding spaces as we see fit within a balance of boarding, flexi boarding and day pupils. A change of Boarding /m Flexi Boarding / Day status requires a term's notice.

13. Wycliffe College's Contractual Terms and Conditions

Wycliffe College's contractual Terms and Conditions are made available to parents as part of the admissions process and are available on request.

Some provisions incur charges in addition to the School fees. For full details, please visit

<https://www.wycliffe.co.uk/admissions/schedule-of-fees/>

14. Records and Review

Applicants' details will be held on file with due regard to data protection legislation and the School's Privacy Notice.

Applicants' details will be held securely on file with due regard to applicable data protection legislation and Wycliffe College's Privacy Notice, which is accessible on Wycliffe College's website. Wycliffe College will not hold the personal data of prospective parents or children for longer than is necessary for a lawful purpose. This will generally be no more than 12 months following an unsuccessful application, but reasons to retain information for longer might include: e.g. if the parents express an interest in re-applying for any reason at a later date, or in potential of another sibling joining; or to deal with any ongoing matters or queries arising from the application. Personal data in successful applications will be held for lawful purposes.

15. Complaints

The Complaint Policy is not available for use by prospective families. However, if you would like to make a complaint, please contact the Head at head@wycliffe.co.uk.