



# CITY OF LONDON SCHOOL FOR GIRLS

## ADMISSIONS POLICY

Policy last reviewed by:	Clare White
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Approved by:	Board of Governors
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This policy should be read in conjunction with:

- CLSG Standard Terms and Conditions
- City of London Corporation Equal Opportunities Policy
- The Equality Act (2010)
- The SEN and disability code of Practice (April 2015)
- The Children Act (1989)
- CJS Admissions Policy

## **1. Statement**

City of London School for Girls (CLSG) is a non-denominational, academically selective, independent day school for girls aged 11–18. Most girls are admitted to the City of London School for Girls ('the school') following annual assessments at 11+ or 16+. The 11+ assessments are held in the November and January prior to entry in the following September. The 16+ assessments are held in October/November prior to entry in September the following year. Occasional places may be available at other ages. Admission is through an appropriate assessment exam and interview at the school.

We welcome staff and students from many different cultures, faiths and backgrounds and it is the intention of CLSG to make its selection procedure equally accessible to all candidates regardless of religion, ethnicity, disability or background. The school aims to provide a stretching, challenging academic education for girls at the top end of the ability range. The school also aims to provide a full and rounded education which helps to develop pupils morally, spiritually, socially and culturally, as well as intellectually. Finally, the school has a long tradition of religious, ethnic, neuro and social diversity within its pupil body, which it seeks to preserve as far as possible.

## **2. Aims**

- 2.1 To identify and admit girls from all backgrounds who have met our academic standards and will benefit from an academic education at CLSG.
- 2.2 To admit girls who will contribute to and benefit from the ethos and opportunities available at City of London School for Girls.
- 2.3 To treat all candidates fairly and sensitively.
- 2.4 Our policy is to apply these criteria to all applicants regardless of additional needs or disability. We recognise the importance of ensuring that the school's culture, policies and procedures are accessible to children who have SEND. We are committed to complying with our legal and moral responsibilities outlined in the SEN Code of Practice (2015) and the Equality Act (2010).

## **3. Procedures**

- 3.1 Full details of entry procedures are published and updated annually in our Admissions booklets and on our website.

- 3.2 The closing dates for applications are published on the school website.
- 3.3 All families applying are encouraged to visit the school on an Open Day. The school welcomes applicants with special needs and/or disabilities (SEND), provided that it is able to meet their educational needs. We also welcome applicants with other disabilities provided that our site can safely accommodate them. Where an applicant has an additional need or disability, pre-application contact with the SEND team is encouraged. This can be arranged through our Admissions team. All admissions are by competitive assessment and interview.
- 3.4 At 11+, CLSG seeks to select those girls who are most able to benefit from the education offered by the school. Candidates will first sit a computer-based test, assessing numerical, verbal and non-verbal skills. Candidates who are successful in the first assessment and for whom we have received an encouraging school report, will then be invited to the second assessment which consists of two 45-minute papers (Maths and English) and attend an interview.

Parents/guardians wishing to apply for Access Arrangements should submit evidence when they register their daughter – a copy of an educational psychologist's report or a medical report if they have one. The school follows JCQ guidelines. Access Arrangements will be offered where a history of need is supplied by the child's current school, supported by appropriate professional guidance. Access Arrangements will not be offered based solely on a professional report. The school reserves the right to offer alternative arrangements to those that the child receives in their current setting.

- 3.5. At 11+, the school will set a CEM test pass mark above which every candidate will be invited back for the second assessment and interview and a mark below which no candidates will be invited back. The marks will vary from year to year depending on the outcomes of the assessments. Between those two marks, there will be a pool of candidates from which the school will select girls for second round assessment based on criteria such as:
1. Girls who score in the top 10% in individual sections of the test
  2. Girls who have been or are Looked After (definition as per section 22 of The Children Act 1989)
  3. Girls currently enrolled in a state school
  4. Girls who have siblings at CLSG
  5. Girls who have summer birthdays
- 3.6. At 16+, external candidates for admission to the Sixth Form are required to sit a critical thinking paper. In addition, they may sit a maths paper, essay paper or foreign language papers, depending on their A level choices. Each paper lasts 45

minutes and is designed to test a candidate's potential. Where appropriate, JCQ or centre-approved Access Arrangements will be offered subject to receiving appropriate documentations from the applicant's current school. Following the written tests selected potential entrants are invited to attend for interview.

- 3.7 Offers of places and acceptances are made to a published timescale.
- 3.8 A waiting list is compiled.
- 3.9 The results of the assessments are not discussed with parents or made public.
- 3.10 11+ music scholarships and 16+ art, drama, sport and music scholarships may also be awarded, and means-tested bursaries are available to external candidates. Full details of all scholarships and bursaries and how to apply for them are available on the website.
- 3.11 The school is a fee-paying independent school but seeks to be as accessible as possible to able girls, regardless of their parents' ability to pay.
- 3.12 The school was committed to the Assisted Places Scheme before its withdrawal and has a long history of offering scholarships and bursaries to as many suitable applicants as possible.