



Admissions Policy

September 2025

ADMISSIONS POLICY

Authority and Circulation

This policy has been authorised by the Board of Governors of Cokethorpe School. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and support staff.

Policy Statement

The aims of this policy are:

- To ensure compliance with the School's charitable purposes. Cokethorpe School has a joint Roman Catholic and Church of England foundation and is a selective school for pupils aged from four to eighteen.
- 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 for whom the school is a suitable academic environment or similar.

Equal Opportunity

We welcome children from any 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 (whilst having regard to our duty to safeguard all pupils at School), national or social origin, association with a national minority, sexual orientation, property, birth or other status.

Disability and Special Educational Needs

The School has limited facilities for the disabled but will comply with its legal and moral responsibilities under the Equality Act 2010 and other Codes of Practice and Guidance in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School has an inclusive Education Policy (that can be found on the School's website) as part of the Disability Policy alongside the regularly reviewed Accessibility Plan (in the policy the section that seems to apply is the Support for Learning section)

The School needs to be fully aware of any known disability or special educational need that 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 educational 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, presuming that the academic environment remains suitable for the child.

Procedures

Summary

Our admission procedure has four elements:

- Competitive entrance assessments
- Interviews
- Social and academic references
- Disability assessments (if applicable)

Entry Points

These procedures apply at five main points of entry: 4+, 11+, 13+, 14+ and 16+ and to candidates for occasional vacancies in any other year group.

Entry Tests

These are as follows:

- At 4+ candidates take part in a stay and play session upon which offers are based for children considered ready to learn in the classroom setting
- At 11+ candidates sit online assessments in Mathematics, English, Verbal Reasoning and Non-Verbal Reasoning and take part in an Attitude to Learning challenge as set by the School and as well as two interviews.
- At 13+ candidates may take the Independent Schools Council Common Entrance Examination following pre-examination online assessments in Mathematics, English, Verbal Reasoning and Non-Verbal Reasoning and taking part in an Attitude to Learning challenge set by the School as well as two interviews.
- At 14+ candidates sit online assessments in Mathematics, English, Verbal Reasoning and Non-Verbal Reasoning and undertake an interview.
- At 16+ A Level Subjects: Students are expected to have achieved an average of at least 5.5 points across their top eight GCSEs. BTEC: Students are expected to have achieved an average of at least 5 points across their top eight GCSEs.

For admission to other year groups, Prep School candidates take papers in Mathematics and English and meet with the Head of Prep School, during a Prep School Taster Day. Senior School candidates sit online assessments in Mathematics, English, Verbal Reasoning, and Non-Verbal Reasoning as well as an interview with the Head.

Interviews

These are of two kinds:

Head's Interview

This is a small group setting where candidates debate current affairs or tackle a philosophical question posed by the Head.

1:1 Interviews

This is a general interview with a Senior member of Common Room to explore the candidate's interests, attitude to learning, personal qualities, ability to contribute to the school community, support available at home and any relevant connection with the School.

Academic and Social Reference

The Head of the candidate's current school will be asked where appropriate (or possible) 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 and predicted grades at GCSE (if appropriate). The School may also seek recommendations for Scholarships and Awards from the Head of the candidate's current school.

Candidate's Age

Very occasionally we may offer places to pupils one year ahead or behind their standard year group if we consider that, as a matter of professional judgement, this would be in the best interests of the pupil and the School.

Special Circumstances

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

- If the pupil is unwell when taking tests or has had a lengthy absence from his/her school
- If there are particular family circumstances such as a recent bereavement

- If there is a relevant educational history, for example education outside the British system
- If the candidate has a disability or specific learning difficulties
- If English is not the candidate's first language*

* Candidates for whom English is a second language sit adapted online assessments in line with the CEFR

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 relevant family history of dyslexia, as we consider necessary to make a reasonable assessment.

Disclosures

Parents must, as soon as possible, disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities and emotional or learning difficulties. Failure to do so may result in an offer of a place being withdrawn.

Additional Factors

If we must 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:

- A child who already has a sibling in the School or whose parent is a former pupil here
- A child whose parent is a current member of our staff
- A child with a particular skill, talent or aptitude