



Coleg Llanymddyfri  
Llandovery College

## **Admissions and Induction Policy**

May 2021

## **General**

Llandovery College is a co-educational independent school for pupils from ages 4 to 18. The College is nationally and internationally renowned for its sporting and musical achievements as well as its high academic standards.

Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We very much hope that all prospective pupils and their families will visit the College. We hold a number of Open Mornings which give a general introduction to the School. Details are published on our web site. We are also very happy to welcome prospective parents and their children at other times when specifically arranged visits can be tailored to individual family requirements. Contact can be made with the College Registrar on 01550 723 005 or by email on [admissions@llandoverycollege.com](mailto:admissions@llandoverycollege.com) to arrange a visit.

## **Entry Procedure**

Llandovery College is a broad ability school with a strong sense of community. The College values respect, honesty, integrity and academic determination. All this is strongly rooted in our Welsh culture and heritage.

Pupils applying for entry into Years 7, 8, 9 and 10 at Llandovery College are required to sit the standard Entrance Assessment. This examination consists of three papers (Maths, English and Non-Verbal Reasoning). An interview with the Warden or a senior member of staff is also part of the process.

There is no entrance examination into Year 12. Entry is dependent upon a candidate achieving five Grade Cs at GCSE and an interview with the Warden.

Entry at Year 11 and Year 13 are not standard points of entry and are only possible in special circumstances.

Pupils in Llandovery Prep School usually have automatic transfer into the senior College.

Group entrance examinations are held on one day during the academic year usually in January and individual entrance examinations are also held throughout the academic year.

The majority of pupils join the appropriate year based on their chronological age but the College may consider pupils with exceptional academic and personal maturity to join year groups above the individual's chronological age; likewise, the College may consider pupils joining a year group below the individual's chronological age.

## **Equal Treatment**

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

Llandovery College is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, sexual orientation or social background. The College's Accessibility Policy provides further details of this equal treatment approach.

## **Special Needs and Disability**

Llandovery College is a non-selective, mainstream school with a small team of highly qualified, committed practitioners with knowledge and expertise in the learning needs of our students, including those with difficulties affecting communication, social interaction and high anxiety.

The College adheres to its Accessibility Policy to ensure reasonable adjustments are made in order to comply with its legal and moral responsibilities under the Disability Discrimination Act 1995 (as amended by the *Special Educational Needs and Disability Act 2001*) in order to accommodate the needs of applicants who have disabilities and special educational needs.

We require parents of children with special educational needs or disabilities to discuss their child's requirements with the School before they sit the entrance examination so that we can make adequate provision for them. If appropriate parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

Many learners with specific learning differences will have the skills to thrive in an educational setting. At Llandovery College we have a large number of learners with this profile who make excellent progress because of learning in a highly inclusive setting and the specific and specialist support we put in place.

However, not all students respond as positively to the same intervention, such as:

- In-class personalised differentiation.
- 1:1 social skills training.
- 1:1 emotional regulation management training.
- Small group social skills training.
- Role Play for addressing collaboration, cooperation, creativity, teamwork, problem-solving, verbal expression empathy and escapism.

As a mainstream school our purpose is to guide, inspire, motivate, teach and create experiences which lead to our students' academic and personal achievement.

However, there is often a fine line between those we can support in a mainstream setting and those who require a more specialist environment, resources and skills typically seen in a specialist setting. To take greatest advantage of what we can offer at Llandovery College we require our students to have the following attributes:

- To be of average, or above, underlying ability.

- To possess a good level of participation and a willingness to communicate with their peers, or the willingness to develop such skills.
- Evidence of their ability to respond to intervention.
- To have a desire, commitment or a willingness to develop and progress in a range of subjects.
- Willingness to develop and employ a growth mindset and being prepared to take on challenges.

We will establish whether a learner has an appropriate skillset, or can develop the appropriate skills in the following ways:

- Evidence provided by parents
- Evidence provided by previous school
- Evidence collated from our teachers during Taster Days
- In some cases, evidence will be collated from teachers following a student's admission to Llandovery College, following a period of gaining knowledge and insight into the young person's learning profile, of which we were unaware when the learner started with us.

Without the above qualities, learners experience increased anxieties which leads to issues relating to deteriorating mental health, struggles with identity, progress and relationships, and indeed the learning of their peers is impacted. These are challenges that move beyond the assistance available in our mainstream setting. Therefore, we reserve the right to refuse admittance, or to terminate a current placement, to a small number of learners who are not able to encompass the qualities listed above, in the belief that we are not the best setting for their advancement and well-being.

## **The Assessment Process**

The aim of the process is to identify potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The School has strong traditions in sport, music, drama, art, debating, outdoor pursuits, CCF and community activities. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.

No specific preparation for the entrance tests is needed; all candidates start on an equal footing, with identical opportunities to display their academic aptitude.

In all cases, the preconditions for admission for candidates are that:

- the applicant is of the appropriate age and sufficient maturity
- the School is able to provide adequately for any special educational needs (if any) the applicant may have following assessment by the Head of Inclusion if required

- the School, having made reasonable adjustment, has the capacity to cope with any disability the applicant may have and the applicant fulfils any conditions of offer set out in the offer letter. Fees (if applicable) at the present school have been paid.

All candidates for entry below Year 12 sit papers in English, Maths and Non Verbal Reasoning which are designed for their age group.

Candidates for entry at 16+ must have achieved at least five C grades in their GCSEs with in several subjects a minimum of a B grade in those they wish to pursue at A Level (see Academic Options Booklet).

Where practical, we interview all candidates as part of our assessment process, and a reference is obtained from the applicant's previous school.

## **Sibling Policy**

Most siblings join us at Llandovery College. However, admission is not automatic, and there may be occasions where we judge that a sibling is likely to thrive better in a different academic environment.

## **Scholarships**

Llandovery College offers a number of scholarships each year for excellence in:

- Academic subjects
- Music
- Sport
- Drama
- Art and Design
- All-Round ability

Further details of the Scholarship entry and assessment process will be provided by the Admissions Registrar.

## **Bursaries**

Our Bursary programme is designed to make it possible for as many as possible of those who meet Llandovery College's entry criteria to take up a place at Llandovery College. We offer a number of means-tested awards annually to entrants at the usual points of entry, where the parents have indicated on the registration form that they require financial support. Bursaries are means-tested and both parents are required to provide proof of their income and assets. The level of support varies according to parental need.

Bursaries are always offered for a fixed period, and are subject to annual review within that period. The family is required to provide fresh information about its circumstances for every year that their child attends the School. Levels of support may vary with fluctuations in income.

The School's practice is to allocate its entire available Bursary funding on entry. The School's expectation is that parents, who do not choose to apply for a Bursary at the time that their child is being assessed, will not require financial support throughout the time that their child attends the School, except in wholly unforeseen circumstances.

## **Overseas Applicants**

We welcome overseas pupils to study at Llandovery College as boarders provided they have a relative or legal guardian living in the UK with whom they can stay if necessary. Llandovery College has two exeat per term.

### **Fluency in English**

In order to cope with the academic and social demands of Llandovery College, pupils must, as a minimum, be moderately fluent English speakers, to a level that the School considers appropriate to follow successfully the demands of the curriculum. Pupils entering Year 9 or below should be at or close to intermediate level (band 4 in IELTS equivalent). For Year 10 entry intermediate level is required, and Sixth Form pupils should be at least at the equivalent of IELTS band 5, or ideally band 6, in all four aspects of the language.

### **Religious Beliefs**

Although Llandovery College is a Church of Wales School, we do not select for entry on the basis of religious belief. Parents should be aware that all pupils may be required to attend Chapel services throughout the School year.

## **The College's Terms and Conditions**

Copies are on the School's website and will be made available to parents as part of the admissions process.

## **Complaints**

We hope that you and your child do not have any complaints about our admissions process; but copies of the School's Complaints Procedure can be sent to you on request.

## **Induction**

The aims of pupil induction is to ensure that:

- new pupils feel safe, settled and valued
- parents and guardians feel welcomed and their opinions valued
- the needs of new pupils will be identified quickly and necessary support put in place quickly
- the College remains a coherent and united community

## **Induction and the admissions process**

The induction process starts when a family makes an enquiry.

Every effort is made to provide families with important information on all aspects of the College, including:

- the College's performance
- the curriculum and academic options
- the co-curricular programme
- College policies
- daily routines
- the House system
- uniform
- catering

Well organised visits to the College help families gain a greater understanding of the College's operation and taster days/nights are strongly encouraged to deepen that understanding.

Prior to arrival parents will also receive College literature, most notably a College Guide, and pupils will be contacted by their allocated Housemaster/mistress (HM), or Form Teacher in the Prep School. Ensuring important details are covered is central to a successful induction with for example school bus schedules

The College, in cooperation with families, seeks during the admissions process to determine specific needs of a prospective pupil so that staff can prepare accordingly.

## **The First Day**

The first day at any new school can be daunting but through the admissions process it is hoped that new pupils have gained a degree of familiarity and have even made friends already.

Pupils are welcomed by Housemasters/mistresses and Form Tutors and if arriving in September are guided to the whole school Warden's Welcome.

New pupils will be allocated a Buddy as soon as they arrive. Buddies are tasked with ensuring that new pupils are guided for at least the first week of their new school lives.

By the end of the first full school day, new pupils will, as appropriate to their ages:

- receive a timetable
- receive an Almanac
- undertake a school tour if necessary
- have been allocated a bus buddy as appropriate

## **The First Week**

There is an incredible amount of new information to share with new pupils and every effort is made to spread this over the course of the first week in order to avoid overload.

By the end of the first week, new pupils will, as appropriate to their ages:

- discuss College behaviour guidelines with HMs
- meet their Tutors
- understand academic routines and expectations
- confirm subject choices
- receive a planner
- choose co-curricular options
- receive information on House routines

## **Beyond the First Week**

Some pupils settle extremely quickly.

Some pupils however, especially if boarding and from overseas, may take longer to adjust to new routines and expectations.

As such, the progress of all pupils is monitored by the HM or Form Teacher, and as appropriate Tutors and the Overseas Welfare Officer play an important role in this process also.

Induction therefore is on-going and new pupils will be supported as necessary, by for example extending the time a Buddy helps a new pupil or allowing a new boarder to return home mid-week for the first few weeks.

Most importantly, new pupils and their families must communicate concerns or issues to the College, as support and a successful induction is best achieved through collaboration and cooperation.