

King's InterHigh Admissions Policy 2024-2025

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Date: September 2024

Review date: September 2025

Policy Aims and School Vision

The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent, or carer*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

Our vision and aims

King's InterHigh welcomes students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this - a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

Participation: We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

Holistic development: In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

Inclusivity and flexibility: We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Our guiding principals

King's InterHigh welcomes students who reside in the UK and beyond, irrespective of the characteristics set out in the UK Government's Equality Act 2010 legislation.

Keeping this in mind, it is important to note that joining our school should be in the best interests of the student. King's InterHigh shall endeavour to do all that is reasonable to provide a suitable educational environment for every student. Although we strive for excellence in the educational advancement of our students, parents and carers permit the Executive Headteacher, Heads of Key Stages, and any other relevant staff to make decisions in the best interest of the child or young person. King's InterHigh will engage in constructive dialogue with families and schools whose application to join the school requires further consideration and support. In situations where we do not believe that online provision, for specific subjects or in its entirety, is in the best interests of the child or young person, we will notify the family of this and the reasoning behind our decision.

We will seek to identify, as safeguarding considerations, whether there are any adjustments required in relation to the protected characteristics cited above; for example, young adults who are gender questioning; young adults post-18 may have decided to start gender reassignment and so it is important, upon admission, to check if they have a preferred name or set of pronouns.

Upon admission, we would wish to identify any children or young people who may be particularly vulnerable, including those with special educational needs (SEND) or mental health and wellbeing needs. We will ensure that our student information systems contain information, for example, if a child or young person looked after by a local authority, a care giver, a child or young person with a social worker, a young carer, or a student residing in private fostering arrangements.

At the point of registration, we ask parents/carers to cite their child(ren)'s particular interests and hobbies, any medical needs or special educational needs, so that we can comprehensively plan for the admission and how we might look to meet those needs.

We are fully flexible in terms of the timing of admissions; we encourage families and partners to register students for transfer to King's InterHigh at the usual points of entry but are fully prepared to accept students mid-school year, often at short notice if that is of benefit to the family seeking a place at King's InterHigh. We accept registrations all year around; there are no restrictions. However, we would not recommend Year 11 and 13 enrolments later in the school year due to the courses nearing their end. Year 11 and 13 enrolments are at the school's discretion. Please note that enrolment onto the International Baccalaureate (IB) programmes are only accepted up to the end of first half-term in the first year of the programme. The length of time to begin in classes is typically 3 working days after all paperwork and required payments are complete.

Our school follows the UK Government's 'Keeping Children Safe in Education' safeguarding guidance. When a learner enrolls at King's InterHigh, we may contact the young person's previous school or local authority to request any files, including safeguarding files. We may also have files to pass onto the child's next school or local authority, where appropriate. For the protection of children, it is important that schools and organisations liaise with one another in the best interests of the child or young person. Data protection and GDPR are not a barrier to information sharing pertaining to safeguarding and child protection.

Students for whom English is an additional language: please note that, whilst our curriculum and our intake are international, our language of instruction is English and delivered by English-speaking, UK qualified teachers. We must draw your attention to the potential negative implication this may have for students wishing to enrol whose proficiency of English is not at a suitable level to engage with the curriculum being studied.

If parents/carers wish us to consider a student's placement in a year group other than the chronological one, our registration form will enable this to be requested. Please ask our Admissions Team if you require further details of the admissions criteria we use to consider such 'out-of-year study' placements and the related stipulations regarding safeguarding.

Entry requirements

Key Stage 2, Key Stage 3, (International) GCSEs and (International) A Levels

King's InterHigh does not have set entry requirements; however, we may advise on what year to join based on a prospective student's educational history. Our school runs for Year 3-13. For reasons of safeguarding and child protection, we generally do not accept students over the age of 18 into our classes; however, where this may occur the decision to accept a student over 18, this is done so through our school's 'Out of Year' Panel. Where students over the age of 18 are permitted into the school, this is conditional on the student passing DBS or equivalent background clearance checks deemed necessary by the school. All families are asked to provide information on their child or young person's previous educational experiences. Where joining part-way through a two-year course, for example, Year 11 or Year 13, we highly recommend that a student has already had experience of Year 10 or Year 12 as a solid foundation on which to move onto the second year of their chosen courses. It is important to note that joining our school should be in the best interests of the student, and King's InterHigh has the discretion to disallow entry into the school if we do not believe this is in the student's best interests.

Families interested in joining King's InterHigh can contact the school through the website enquiry page where they can submit an enquiry form or book a call with the Admissions team.

Local authorities looking to join the provision should enquire with the B2B Operations Team:
contact@academy21.co.uk.

International Baccalaureate (IB)

The entry requirements for the IB programme are as follows:

7 International GCSEs (or the equivalent) at grade 6 (or equivalent) and above. Please note that we are interested in hearing from candidates who may be close to this requirement or have less typical prior education. Entry is at the school's discretion, but families can contact school for a discussion about admission to the programme.

Prospective candidates are required to submit their most recent reports/grades which are reviewed by the education team who confirm whether they can interview for a place at KIH. Prior to the interview we require an application letter to be submitted. The Education Team confirm whether the school can offer the candidate a place following their interview. The decision of the Education Team is final.

In all cases, parents hold sole responsibility for their child possessing the required pre-requisite knowledge which has prepared them for the year group, level of study and/or qualification they will join/study at King's InterHigh. The school cannot accept responsibility for providing learning materials and other resources for students 'catching up' and being brought to the levels required for the year group or course enrolled in. Students will be provided access to the learning materials that are already available on the school's learning platforms, for example, PowerPoint presentations. The school reserves the right to alter a child's year group of study if it is deemed that a child is not able to successfully maintain a level of study conducive to success in a year group or course.

Admissions of Students with Special Education Needs and Disabilities (SEND) and Wellbeing Challenges

To ensure that King's InterHigh is fully informed about how we can best support the young people joining our school, we request that parents/carers/mentors submit all relevant information pertaining to the health and/or special education needs of their child or young person. This includes Education Care and Health Plan (ECHP) documents, and any other official documentation that may provide information on strategies that our teaching team can implement to support students in their learning. If a student has a diagnosis of a medical condition or additional need prior to, or after, joining the school, we ask families to keep the school informed of this.

Parents/carers will be invited to let the school know where their child has additional needs. This information can be provided through the Parent Hub. An individual teaching plan (ITP) will then be created for teaching staff who will then be aware of the additional needs the young person has. Wherever possible, we will make reasonable

adjustments for the needs of a child or young person studying with us. To ensure all staff are compliant with equalities legislation, staff are made aware of their duties towards children and making these adjustments. Our staff may be able to participate in local authority meetings and conferences, regarding a child or young person, upon request. We also have additional paid services which can support young people with additional needs.

Any information provided is stored securely on our student information system and treated with the highest levels of confidentiality.

Withdrawal of a Place in the School

After an application has been processed and a family are on a path to joining King's InterHigh, the school reserves the right to withdraw the child or young person's place for reasons including:

- When a parent/carer has failed to respond to requests for payment or further information, by a set deadline, or within a reasonable time
- When a parent/carer has failed to notify the school of important changes to application information
- When the application has been submitted based on fraudulent or intentionally misleading information from a parent/carer
- Information comes to light that would compromise the safety and wellbeing of other students, or where the actions of a child, parent or other family adult would compromise the school's reputation

The decision to withdraw a student from the school can be taken by either the school as outlined above or by a parent/carer commissioning the service in line with terms and conditions of their chosen contract and information from enrolment.

English as an Additional Language

King's InterHigh requires young people joining the school to have a grasp of the English language expected for their age. Where young people have English as an additional language, parents must ensure that their child has a good level of English to access the curriculum. It is likely to be disadvantageous for a young person to join the school with an insufficient level of English to access the curriculum.

The school believes in the importance of a student being able to access the school's curriculum in the language of instruction, which is English. A child may not be able to progress well in their education if they do not have a sufficient proficiency in English to access and respond to the curriculum at the appropriate level.

As a reference point rather than any form of compulsory requirement upon entry, our definition of age-appropriate proficiency in the English language would be:

- for students entering Years 3-6, evidence that they are working at CEFR Level A2 - we would target them to reach level B1 by the time they start Key Stage 3.
- students entering Years 7-11, evidence that they are working at CEFR Level B1 - we would target them to reach level B2+ by the time they start Key Stage 4 and 5 respectively

Lessons have closed captions to help students (however, these are autogenerated and can have errors periodically). Teachers will also highlight keywords for students and expand on their meanings throughout the lessons.

Please see more guidance and information to support parents in the appendix of this document.

Out of Year Study

Rationale

At King's InterHigh, we will place students in their chronological age group but will consider parental requests for their child(ren) to study 'out-of-year'. We are very conscious that families or mentors may be seeking greater flexibility in terms of schooling for their child(ren) and seek to offer this in many ways; for example, through the access we secure for anytime, anywhere learning. We will consider cases where out-of-year study, for one or two subjects or across the curriculum, may have benefits to the individual student, for example:

1. In catching up on lost learning
2. Having a 'fresh start' where prior school experiences have been problematic
3. Accelerating learning where there is proven high potential in a subject / discipline.

It is important for families considering out-of-chronological year placements to recognise the potential risks as well as the benefits. Students placed this way will be mixing with peers of different ages and maturities. Such alterations may delay or accelerate progression to older age phases and public examination entry with unintended consequences.

Such placements may be for a fixed period or more long term. Each placement should have a clear educational outcome. Given the longer-term impact of out-of-year placements on study and progression, we aim wherever possible for transitional placements; that is the student eventually returning to study within their chronological year group.

We will, in all cases, seek to review at half-yearly intervals, the progress each out-of-year student is making, both academically and socially, to ensure that the placement is working for both the students admitted out-of-chronological-age and for their peers. If by exception, it is not working, we will have an early conversation with the parent / mentor about the student returning to his / her chronological year group for future studies.

For out-of-year study, the relevant paperwork requires completion and will be submitted to the school's 'Out of Year Panel' for their consideration and decision-making.

OOY panel decisions are final.

Protocol

This protocol outlines our approach to requests from families or mentors for a child / young person to be placed in a year group other than their chronological one.

Young people may only be placed in a year group 4 years outside their chronological age:

Year	Typical age of entry	Minimum age of entry	Maximum age of entry (requires DBS)
10	14	13 (except for MFL - 12)	18
11	15	14	19
12	16	15	20
13	17	16	21

Procedure

Key Stage 2-3

1. Requests for a student to be admitted studying their entire curriculum one year above or below the appropriate chronological age group can be allocated, in most cases, by the admissions team. The education and pastoral teams would be alerted.
2. This protocol does include allowance for students, within the one-year boundary rule, to be placed in a year group that is part of a lower or higher Key Stage.
3. Any request for a student to study more than one year-group higher or lower than chronological would need to be referred for a decision. Where such a request is made, with supporting assessments, this will be referred to the Head of Key Stage, for consideration of an out-of-year risk assessment by the Out of Year Panel. The Panel's decision will be final. The Panel will also review requests where a single subject would be studied above or below the appropriate chronological age group - as this has logistical challenges that the panel will consider.
4. The Out of Year Panel will comprise of key senior leaders from King's InterHigh, including Admissions staff, Head of Key Stage 4 and Head of Key Stage 5. In making its determination, the Out of Year Panel will evaluate the application having due consideration for both the applicant and the students already enrolled in the classes they are seeking to join.
5. In Key Stage 2-3 there is a maximum of 2 years difference. For example: A year 8 aged student may be approved to work at a Year 10 level but will not be approved to join Year 11. Requests to join older year groups are approved at the discretion of the Head of Key Stage and on a case-by-case basis with consideration for the social/emotional level of the student and the types of classes being requested to join.
6. The typical age for a child joining Year 3 (KS2) is 7 years of age. Children who are age 6 or below may be considered at the discretion of the Head of Primary.

Key Stage 4 and 5

1. The maximum age to join Year 13 is age 21. Applicants aged 18-21 will require a Basic DBS check or equivalent overseas background clearance check. Information on how to apply for an overseas check can be found on the [UK Government website](#). A clean Basic DBS check is required before the applicant can join lessons and access the school's platforms. Applicants are requested to provide this background check in the English language.
2. Students under the age of 18 may be placed in Key Stage 4 and 5 (Year 10-13) classes when the year group concerned is not the chronological one providing the request only involves placement in a year group one lower or higher than chronological. This includes where a student applies for an 'out-of-year' admissions placement and happens to be turning 18 during the academic year; as a Year 13 student, they would only be considered for placement in either Year 13 as normal or for an out-of-year placement into Year 12.
3. Any application for a placement in a year group more than one year above or below chronological, would be referred to the Out of Year Panel. In making its determination, the Panel will evaluate the application having due consideration for both the applicant and the students already enrolled in the classes they are seeking to join.
4. We are willing to consider placing students aged 18+ as per the data outlined in the age/year group table (above), but only if the outcome of related risk assessments support this request. There is a maximum difference of 2 years for Key stage 5. The final decision on this matter lies with the Executive Headteacher.
5. Each request of this kind will be referred and subject to final agreement from the Out of Year Panel who will review the assessment evidence as part of their evaluation.
6. For safeguarding reasons, any student already aged 18-21 (or turning 18 during the academic year in question) who is placed in year groups as per the age/year group timetable (above) will also require a Basic DBS check. The student must agree to apply for a Basic DBS check and agree to allow Inspired Online Schools to view the findings.

7. Students who already attend King's InterHigh and are turning 18 while attending Years 12 and 13 will not be asked to complete a Basic DBS check for the purposes of study alone. **Anyone joining the school aged 18-21 will require a DBS.**
8. Where a DBS identifies a disclosure, the Out of Year Panel will conduct a risk assessment. The risk assessment would consider whether the conviction is relevant based on:
 - The seriousness of the offence.
 - The length of time since the offence was committed.
 - Whether there is a pattern of offending.
 - Whether the student's circumstances have changed since the offending behaviour was committed.
 - Whether there are any circumstances surrounding the offence that would explain the individual's actions.
9. The Out of Year Panel would then make and convey its decision to the Senior Education Team, such that the student should either be admitted and granted access to live lessons or have the application for admission to King's InterHigh declined.

Appeals

Parents of applicants whose application to enrol with school has been turned down may appeal the decision, providing they do so within 10 working days of receiving the outcome of their application. The appeal request should be submitted to the school's Admissions team who will send this onto the Executive Headteacher for their consideration. Best practice will ensure that staff not involved in the original application outcome decision review the appeal. The outcome of the appeal will be sent in writing to the parent of the appellant within 10 working days of their appeal submission. The decision of the appeal is final.

Termination

Withdrawal at the end of an academic year

If you do not wish for the student to continue to the next academic year you can withdraw them and terminate this Agreement with the school in accordance with the contract signed upon enrolment. If notice is not received by this date you will become immediately liable to pay the fees for the first term of the following academic year less the balance of your deposit after deduction of any sums due and owing to King's InterHigh.

Withdrawal at the end of Autumn or Spring Term

If you wish to withdraw the student at the end the Autumn or Spring term and terminate this Agreement you must do so by providing King's InterHigh with at least one full term's notice (for example, if you wish to withdraw at the end of the Autumn term we must receive your notice no later than day before the start of the Autumn term). If we receive notice before the first day of the term you will receive a refund of your deposit less any sums due and owing to King's InterHigh. If we do not receive at least a term's notice you will become immediately liable to pay fees for the next term less the balance of your deposit after deduction of any sums due and owing to King's InterHigh.

If you want to terminate the Agreement you must send King's InterHigh a notice via email to contact@KingsInterHigh.co.uk

Either you or King's InterHigh may terminate this Agreement by giving written notice if the other party (including the student) has not complied with its terms (including the Policies) and does not correct this within a reasonable period when the party giving notice has asked it in writing to do so. In some cases, it will not be possible to correct a failure to comply and in those cases the Agreement will be terminated immediately on written notice.

You will still have to pay the fees due for the remainder of the academic year if King's InterHigh terminates this Agreement because you or the student have not complied with its terms (including any Policies). You will have to pay any fees due immediately less any deposit paid.

If you terminate this Agreement because King's InterHigh has not complied with its terms (including any Policies) then King's InterHigh may consider a refund any prepaid fees on a case-by-case basis.

Appendix 1 - Guidance Regarding English as an Additional Language

In terms of language levels and acquisition, there is an expectation that Primary School students should be able to communicate at a CEFR B1 level by the end of Year 6, entering Year 7. According to the official [CEFR guidelines](#), someone at the B1 level in English:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling
- Can produce simple connected text on topics which are familiar or of personal interest
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans

This [quick test](#) may help to determine if your child is meeting the B1 level in English.

By the end of Year 9, young people should be able to communicate in English at a B2 level. This will allow meaningful interaction and contributions to exam-level qualifications. A young person at a B2 level can communicate easily and spontaneously in a clear and detailed manner. This is not yet an experienced speaker, but a B2 user is able to understand and be understood in most situations. According to the official CEFR guidelines, someone at the B2 level in English:

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her/their field of specialisation
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

This [quick test](#) may help to determine if your child is meeting the B2 level in English.

Although not currently a requirement to join the school, prospective parents are encouraged to explore the option of their child or young person completing the CEFR-related English assessments:

- [B1 Preliminary assessment for schools](#) (Cambridge)
- [B2 First assessment for schools](#) (Cambridge)

We fully acknowledge that other providers of English language proficiency assessments are also available. King's InterHigh has no partnership with and does not endorse the Cambridge assessments.

Appendix 2 - Stages of Language Acquisition

Stage 1: Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary, but they are not yet speaking the language. Some students will, however, repeat everything you say. They are not really producing language but are replicating what is said.

These new learners of English will listen attentively, and they may even be able to copy words. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.

English language learners at this stage will need much repetition of English. They will benefit from a “buddy” who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

Stage 2: Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:

- Ask yes/no and either/or questions.
- Accept one- or two-word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of English Language Learners.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age English Language Learners, use simple books with predictable text.
- Support learning with graphic organisers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

Stage 3: Speech emergence

Students have developed a vocabulary of about 3000 words and can communicate with simple phrases and sentences. They will ask simple questions, that may or may not be grammatically correct, such as “May I go to bathroom?” English Language Learners will also initiate short conversations with classmates. They will understand easy stories with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas.

Stage 4: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as English Language Learners try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesise what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage 5: Advanced Fluency

It can take students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

End