



THE GRAMMAR  
SCHOOL AT LEEDS  
Be Inspired

| <b>Admissions Policy</b><br><b>[whole school, including EYFS]</b> |                                                                                                                                                                                |
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| <b>Aim of the Policy:</b>                                         | This policy outlines the school's admissions procedures, including provisions for Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL). |
| <b>ISI Reference:</b>                                             | 15a                                                                                                                                                                            |
| <b>Author:</b>                                                    | Admissions manager                                                                                                                                                             |
| <b>Agreed and authorised by:</b>                                  | External relations committee and GSAL SLT                                                                                                                                      |
| <b>Date agreed:</b>                                               | July 2026                                                                                                                                                                      |
| <b>Typical review cycle:</b>                                      | Annually                                                                                                                                                                       |
| <b>Publication:</b>                                               | Internal and external (available on school website)                                                                                                                            |

**The Grammar School at Leeds (GSAL) runs on FREDIE principles:**

**Fairness, Respect, Equity, Diversity, Inclusion and Engagement**

## Introduction

1. The Grammar School at Leeds ("the School") was founded to provide an excellent education for academically able pupils from across the region. The school is committed to making admissions decisions that are fair, transparent and consistent. This policy explains the school's admissions procedures, including its approach to Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL). It has been developed in accordance with the FREDIE principles of Fairness, Respect, Equity, Diversity, Inclusion and Engagement, as part of the National Centre for Diversity framework.
2. This policy applies to all admissions to the school, from Nursery through to sixth form. The school complies with the Equality Act 2010 and does not discriminate on the grounds of sex, race, disability, pregnancy or maternity, marital status, sexual orientation, gender reassignment, religion or belief. Our aim is to admit pupils who will thrive within our academically ambitious environment and who will benefit fully from the educational opportunities the school provides.

## Admissions procedure

3. The school is academically selective. Equal consideration is given to all applicants regardless of race, religion or belief, disability and/or special educational needs (subject to paragraph 34), sex, sexual orientation or gender reassignment. All applicants undertake an age-appropriate assessment designed to evaluate their ability to succeed at the school, whether they are applying for nursery or sixth form entry.
4. Applicants for Nursery to Year 1 participate in an informal assessment designed to understand their language development, social interaction and readiness to flourish in an educational setting. Applicants for Years 2 to 6 complete age-appropriate assessments in English and mathematics, together with an interview with a member of the primary school's leadership team.
5. Admission to Year 7 includes:
  - online assessments in English, mathematics (adaptive), verbal reasoning and non-verbal reasoning;
  - a handwritten piece of creative writing; and
  - an interview with a member of the school's academic staff.
6. Admission to Years 8 to 10 includes online assessments in English, mathematics (adaptive), verbal reasoning and non-verbal reasoning, together with an interview with relevant members of staff.
7. Admission to sixth form for external applicants includes online assessments in English, mathematics (adaptive), verbal reasoning and non-verbal reasoning. Any offer is conditional upon GCSE results and a successful interview. Decisions are informed by the applicant's academic record, school report, reference, attitude to learning, determination and performance during both the assessments and interview.
8. Progression from Nursery to Reception, Reception to Year 1, Year 2 to Year 3 and Year 6 to Year 7 is expected but is not automatic. Progression is dependent upon pupils continuing to meet the school's academic expectations together with its standards of behaviour and conduct.
9. Existing Year 11 pupils will normally progress into the sixth form provided they:
  - meet the entry requirements for three A-level subjects;
  - demonstrate the values and ethos of the school; and
  - are expected to make a positive contribution to the sixth form community.
10. The school does not admit pupils into Year 11 or Year 13 because of the structure and timing of the GCSE/IGSCE and A-level programmes.
11. Most children begin full-time education in the September following their fourth birthday. Where parents or guardians believe that their child is not yet ready to start school—for example, because they are summer-born or have particular educational needs—they may choose to defer entry until the September following the child's fifth birthday. In most cases, this would mean joining Year 1 to remain within the child's

chronological year group. Before making this decision, parents are encouraged to consider carefully the educational and social benefits of attending Reception.

12. Parents wishing to apply for a place outside their child's normal age group should contact the school before submitting an application. Requests will be considered individually and approval for an out-of-year application is entirely at the discretion of the Principal, whose decision is final. When considering such requests, the school will take account of:

- the pupil's academic ability;
- the pupil's social and emotional maturity;
- any previous decision to educate the pupil outside their chronological year group; and
- any relevant disability or special educational need.

13. Admission is subject to the availability of places. Applicants who meet the required standard but cannot immediately be offered a place will be placed on a waiting list. Waiting list positions are determined by a pupil's performance throughout the admissions process and may change as applicants are added to or removed from the list. Should a place become available, it will be offered to the applicant at the top of the waiting list. Waiting lists are maintained until 31 October of the academic year of entry. Applicants wishing to remain under consideration beyond this date must submit a new application for the following academic year. The school does not disclose waiting list positions to families.

14. The closing date for applications for September 2027 entry is 30 November 2026.

Applications for a Year 7 bursary must be submitted by 30 September 2026. Shortlisted applicants will be invited to attend the bursary assessment on 29 October 2026.

Entrance assessments normally take place in January. Applications received after the published deadlines may still be considered where places remain available.

14. When deciding whether to offer a place, the school considers a range of information, including:

- performance in the entrance assessments;
- interview performance;
- confidential references;
- school reports;
- the conduct of both the applicant and their parent(s) or guardian(s) throughout the admissions process; and
- any other information the school considers relevant when determining whether it can provide the most appropriate educational environment for the applicant.

15. Assessment results remain confidential and are not shared with families.

16. For applications received before the published deadlines, offer acceptance dates follow the protocols of The Heads' Conference (HMC). For later applications, offers normally remain open for two weeks from the date they are made. Acceptance of an offer is confirmed only upon receipt of the completed acceptance documentation and payment of the deposit in accordance with the parent contract. If these requirements are not met by the stated deadline, the offer will automatically lapse. An offer of admission is valid only for the year group and start date specified in the offer letter and cannot be deferred. If a parent or guardian wishes to change their child's proposed start date after an offer has been made, the original offer must first be declined. A new application must then be submitted for the preferred year group or date of entry.

17. The school does not give priority in the admissions process to:
- siblings of current pupils;
  - siblings applying at the same time; or
  - children of members of staff.
18. All applications are considered solely on their individual merits in accordance with this policy.
19. In making admissions decisions, the school has a duty of care to its pupils and staff and is committed to maintaining a community in which everyone is treated with respect, dignity and courtesy. Behaviour by an applicant or their parent(s) or guardian(s) during the admissions process that is considered inconsistent with these values may be regarded as unreasonable. In such circumstances, the school reserves the right not to proceed with the application.
20. The school values strong, positive relationships with parents and guardians, based on mutual trust, respect and constructive partnership. Where, in the opinion of the Principal, there has been a significant breakdown in that relationship during the admissions process, the school reserves the right not to proceed with an application. The Principal's decision shall be final.
21. Applicants transferring from another independent school must ensure that all outstanding fees owed to their current school have been paid before joining GSAL. The school may seek confirmation from the applicant's current school that there are no outstanding fees before confirming admission. Similarly, where an existing GSAL family applies for an additional child to join the School, the School will take into account the family's fee payment history when considering the application.
21. The school offers a limited number of means-tested bursaries for entry into Year 7 and Year 12. These bursaries are intended to support families for whom payment of the full fees would not be possible and whose financial circumstances would otherwise prevent their child from attending the school. Further information is available in the school's bursary policy.
22. At the Principal's discretion, former pupils who have previously been permanently excluded or required to withdraw from the school may be considered for re-admission after a minimum period of two years. Any application for re-admission will be subject to the school's normal admissions procedures, together with consideration of any additional factors considered relevant by the school, including the likely impact on pupils, staff and the wider school community.
23. Former pupils who have left the school voluntarily and subsequently wish to return will be required to complete the standard admissions process applicable at the time of application.
24. The school maintains its admissions register in accordance with statutory requirements, including the guidance set out in *Working Together to Improve School Attendance* (2024). The school is also required to notify the relevant local authority when a pupil joins or leaves the school at a non-standard transition point.
25. If any application is found to contain fraudulent, misleading or materially inaccurate information, or if information that the school considers relevant to the admissions decision has been withheld, the school reserves the right to declare the application invalid and withdraw any offer that has been made.
26. The school holds a sponsor licence that enables it to enrol overseas pupils who require a student visa. Families requiring visa sponsorship should contact the school before submitting an application. All applicants who are subject to UK immigration control must provide satisfactory evidence of their right to study in the United Kingdom before enrolment can be completed.
27. Parents or guardians accepting an offer of a place will be required to confirm that they have read and agree to the terms and conditions contained within the school's parent contract. A copy of the parent contract is available on request. A pupil may not attend the school until the signed parent contract has been received by the school.

## Admission to sixth form

### External applicants

28. External applicants seeking admission to the sixth form must satisfy the following criteria:

- **Academic achievement and potential** – Applicants should normally achieve a minimum of six GCSEs at grade 6 or above, including grade 6 or above in both English and mathematics, and perform well in the school's entrance assessments. Applicants must also meet the published entry requirements for their chosen A-level subjects. Those applying for a bursary are normally expected to achieve grade 7 or above in the majority of their GCSE subjects. Applicants will complete the school's online assessments in English, mathematics (adaptive), verbal reasoning and non-verbal reasoning, together with an interview.
- **Commitment and determination** – Applicants must demonstrate a consistent commitment to learning, the ability to meet deadlines and the resilience and determination required to succeed in a demanding academic environment.
- **Conduct and attitude** – School reports and references should demonstrate that the applicant has maintained high standards of behaviour, attendance and engagement throughout Years 10 and 11, together with a positive attitude towards learning and respect for their current school's expectations.

29. Evidence that an applicant meets these criteria will be gathered from the entrance assessments, interview, school reports, predicted GCSE grades and confidential references.

Where the number of applicants who meet the entry criteria exceeds the number of places available, places will be offered on the basis of each applicant's overall performance against the published admissions criteria.

30. External applicants will receive a personalised conditional offer setting out the GCSE grades required for admission and, where applicable, for their chosen A-level subjects.

31. If an applicant does not achieve the grades required for their preferred subjects but meets the school's general sixth form entry requirements, the school may, at its discretion, offer an alternative programme of study that is better suited to the applicant's achieved grades and academic profile.

32. The final decision to confirm a place will be based on the applicant's GCSE results, school reference and overall performance throughout the admissions process.

### Internal applicants

33. Pupils currently attending The Grammar School at Leeds will normally progress into the sixth form provided that they:

- meet the published entry requirements for their chosen A-level subjects;
- have demonstrated behaviour and attitudes consistent with the school's values and ethos; and
- are expected to make a positive contribution to the sixth form community.

34. All internal applicants will have the opportunity to discuss their A-level subject choices with an appropriate member of staff before finalising their programme of study.

## **External and internal applicants**

35. In exceptional circumstances, the Principal may exercise discretion to admit an applicant who does not fully meet one or more of the published entry criteria where there are compelling educational reasons for doing so.
36. Where such discretion is exercised for admission to Year 12, progression into Year 13 will remain conditional upon the student's academic performance, examination results, effort and conduct during Year 12.

## **Special educational needs and disability (SEND)**

37. The school has received the SEND Inclusion Award (SENDIA) which is a nationally recognised school improvement and accreditation framework that demonstrates the schools' excellence in its provision for pupils with SEND. The school seeks to admit pupils who it believes will benefit from, and thrive within, the education it provides. As an academically selective school, its admissions procedures are designed to ensure that applicants have the ability and aptitude to access and benefit from the curriculum. The school welcomes applications from children with special educational needs and disabilities (SEND), provided that it is satisfied it can meet their individual needs and that they are able to access the education and wider opportunities available.
38. Parents or guardians must disclose any special educational needs and/or disability, including whether their child has an education, health and care plan (EHCP), when completing the online application form.
39. Where SEND is identified, the admissions team will contact the family to obtain further information about the child's needs. This may include requesting copies of professional reports and arranging a meeting with the school's individual needs (IN) department to discuss the support the child may require.
40. Parents or guardians of children with SEND should also refer to the school's accessibility plan and individual needs policy, which provide further information about the support available and the school's approach to inclusion.
41. Applicants requiring access arrangements for the entrance assessments should notify the school as early as possible. Requests must be supported by appropriate professional evidence, such as:
  - a report from a specialist teacher or educational psychologist;
  - a medical report; or
  - other relevant professional evidence, where appropriate.
42. The school will consider each request on an individual basis and will determine appropriate access arrangements in accordance with the Joint Council for Qualifications (JCQ) regulations and any other relevant guidance.
43. Where appropriate, the assessments of applicants with SEND will be reviewed by the director of individual needs and/or relevant pastoral or academic staff to ensure that the applicant's individual circumstances have been fully considered.
44. When the admissions committee considers applications, appropriate account will be taken of any SEND that may have affected an applicant's performance during the admissions process.
45. Where reasonable adjustments have been made and the applicant nevertheless does not meet the school's required academic standard, the school reserves the right not to offer a place where it reasonably concludes that another applicant is better able to benefit from the education provided.
46. The school is committed to making reasonable adjustments wherever practicable to ensure that disabled applicants are not placed at a substantial disadvantage during the admissions process.

47. Where appropriate, reasonable adjustments may include:

- adaptations to the admissions process or entrance assessments;
- adjustments to enable applicants to access school facilities during the admissions process; and
- other reasonable measures that take account of the applicant's individual needs.

48. In determining what adjustments are reasonable, the school will consider:

- the information provided by the family;
- advice from the school's individual needs department;
- any relevant professional evidence; and
- the guidance issued by the joint council for qualifications (JCQ).

49. There may be exceptional circumstances in which, despite making reasonable adjustments, the school concludes that it is unable to offer a place to an applicant with SEND. This may arise where the school reasonably determines that:

- the applicant would be unable to access the education provided;
- the school would be unable to meet the applicant's needs appropriately; or
- admitting the applicant would present an unacceptable risk to the health, safety or wellbeing of the applicant, other pupils or members of staff.

50. Each case will be considered individually, taking account of the information available at the time the admissions decision is made.

51. Where the school is aware that a parent or guardian has a disability or other need that affects their ability to participate fully in the admissions process, the school will make reasonable adjustments, where appropriate, to ensure they are able to engage effectively throughout the application and admissions process.

### **English as an additional language (EAL)**

52. The school welcomes applications from pupils for whom English is an additional language (EAL), provided that they have sufficient English language proficiency to access the curriculum with the level of support ordinarily available within the school.

53. Where appropriate, applicants may be asked to complete an additional assessment to enable the school to evaluate their English language proficiency and determine whether it is able to meet their educational needs.

54. Where the school reasonably concludes that it would be unable to provide appropriate support for an applicant's English language needs, it reserves the right not to offer a place.

### **Admissions decisions**

55. Admissions decisions are made by an admissions committee comprising members of the school's senior leadership team, staff with responsibility for the relevant year group(s) and, where appropriate, members of the individual needs (IN) department. The committee will consider all relevant information submitted as part of the admissions process before reaching a decision in accordance with this policy.

56. School reports, confidential references, assessment results and interview records remain confidential to the school and will not be shared with families.

## **Appeals**

57. Parents or guardians who wish to query an admissions decision should, in the first instance, write to the admissions manager within five working days of receiving notification of the decision. The correspondence should set out the reasons why they believe the decision should be reconsidered.
58. The admissions manager will review the application and respond in writing within five working days, explaining the reasons for the decision.
59. If the parent or guardian remains dissatisfied and believes that the admissions process has not been conducted in accordance with this admissions policy, they may submit a written request for a further review by the Principal within five working days of receiving the admissions manager's response. The request should clearly explain the aspects of the policy that the parent believes have not been correctly applied.
60. The Principal will review all relevant information relating to the application and the admissions decision before issuing a written response within ten working days. The Principal's decision is final, and there is no further right of appeal.

**July 2026**