

Year 12 Boarding Admissions Policy

Reading School welcomes applications from both internal and external students who wish to join Reading School Sixth Form for their post-16 education. All boarding students in the current Year 11 at Reading School who meet the entry requirements of their conditional offers will automatically obtain a place. There is no guarantee of a place being available in Year 12 for external applicants. However, the minimum qualifying academic requirements apply equally to both internal and external applicants.

Reading School ('the School') is a designated grammar school and operates as a single-sex academy. The Governing Body is the admissions authority and follows the School Admissions Code 2021.

Students may apply for a place if their sixteenth birthday falls between 1st September and 31st August (inclusive) of the academic year in which they apply. If their fifteenth birthday falls within this period, students may apply for a place for entry into the School one academic year early provided they are in Year 11 at secondary school and a letter of recommendation is received from the Head Teacher. Entry for these students would be at the discretion of the Governors – see Appendix 4.

Education at Reading School is free, and admission is not dependent on any voluntary financial contribution. Boarding fees can be found here: [Reading School - Boarding Fees](#) A boarding deposit is required for all those who have received a conditional offer and agreement to the Boarding Terms and Conditions.

Only weekly boarding is available. There is no catchment area for boarding applicants. As a state school, boarding places are open to British citizens and anyone with a right of residence in the UK. Boarders must have suitable accommodation outside School for the weekends. This must be provided by the family or a guardian. Reading School regrets that it is unable to assist in finding a guardian.

Entry is selective by ability and based on a process designed to identify students whose needs are best met by the school's academic provision. This policy adheres to the Equality Act 2010. This policy applies to admissions for entry in 2027.

All enquiries about admissions should be directed to sixthformadmissions@reading-school.co.uk, with your child's full name in the title. Families are expected to read the full admissions policy and guidance before making contact.

Published Admission Number

The school offers 180 places for entry into the Sixth Form each year, with no specified number for day or boarding pupils. In a typical year about 145 internal students will qualify to enter the Sixth Form, leaving a minimum of 35 further places for external students. The Admissions Number may be exceeded if that enables Reading School to improve the viability of projected teaching group sizes in minority subjects (i.e. to preserve a broad curriculum and for reasons of efficiency) and/or if it means that the number of students eligible for Pupil Premium or Looked After/Previously Looked After Children can be increased.

Converting from Boarding to Day

It is NOT permitted to convert a boarding place into a day school place at any point after conditional offer.

Because boarding and day places are offered separately, If a parent chooses to withdraw their son from boarding in Years 7-13, they will be treated as having been withdrawn from Reading School entirely.

Converting from Day to Boarding

Any student considering a Boarding place for Sixth Form is welcome to contact boarding@reading-school.co.uk (or internal students can speak to either of the Housemasters). Any formal change of preference from Day to Boarding needs to be sent to sixthformadmissions@reading-school.co.uk

Applications

Applications must be made directly to Reading School.

Applications can be made online via [Reading School - Year 12 Entry](#) from 1st December 2026 until 30th January 2027. You will receive email confirmation of the application.

Applications received after the deadline will be treated as late applications, but may be considered if submitted by 1st September 2027. Late applications will be considered once all on time applications have been dealt with.

Subject List

The Sixth Form prospectus sets out the subjects delivered in the Sixth Form. While the school's policy is to offer a very broad curriculum, and every effort is made to accommodate any combination of A level subjects, places on a very few specific subject courses may be limited due to staffing constraints.

Admission is subject to maximum set sizes not being exceeded in individual subjects. It is important to note that the School may not be able to offer places to all external applicants who meet the minimum entry criteria.

It is therefore possible that an applicant who chooses less popular subjects is offered a place, even though their overall points from their Best 8 GCSE results may be lower than applicants that have been refused a place.

If there are insufficient students applying for a specific subject to create a viable teaching group it may be necessary, in exceptional circumstances, to withdraw that subject from the options on offer.

Entry Requirements

Applicants must have achieved:

- The equivalent of a total of at least 56 points from 8 GCSE subjects if studying 3 A Levels (OR 64 points if studying 4 A Levels)
- AND at least a grade 5 at GCSE in Mathematics AND English (or a DfE recognised equivalency)
- AND met the individual subject requirements as published in the Sixth Form Booklet [here](#).

If a student is Pupil or Service Premium or (Previously) Looked After Child, then the equivalent of a total of at least 54 points from 8 GCSE subjects and at least a grade 5 at GCSE in Mathematics and English (or a recognised equivalency) is required. Subject requirements remain as in the Sixth Form Information Booklet.

We will use the following equivalency points:

IGCSE:	AS Level Points:	Old GCSE/IGCSE:
A* 8.5	A = 10	A* = 8
A 7	B = 8	A = 7
B 5.5	C = 6	B = 6
C 4	D = 4	C = 5
D 3	E = 2	D = 4
E 2	U = 0	E = 3
F 1.5		
G 1		

If a student is not studying GCSE or IGCSE, then ENIC equivalency must be sought by the applicant. If ENIC are unable to give a GCSE equivalency, then we will not be able to consider the application further.

Offers

Receiving a conditional offer does **not guarantee** a place at Reading School.

Applicants achieving below the relevant Best 8 and/or subject points threshold will not be considered for admission to the School and not therefore ranked according to the oversubscription criteria.

The conditional offer letters are specific and firm regarding subjects. It is only under exceptional circumstances that a change (or drop) of subject will be permitted at any point. Instances of this are rare, and the Headmaster will make a final decision. External students receiving conditional offers that are based on choosing undersubscribed subjects must retain these subjects for the duration of their studies.

Internal Students:

Based on their predicted grades, Year 11 students from Reading School may be made a conditional offer in mid-March 2027, conditional upon them achieving the required GCSE grades and living in the catchment area at the point of offer and 1st September 2027.

The conditional offer of a place may be withdrawn if the applicant does not complete the Sixth Form Registration Form on GCSE results day and/or meet the conditions of their offer.

Any students not made a conditional offer in mid-March who then go on to meet the entry requirements on GCSE results day may be offered a boarding place if places remain available, although the choice of subjects at that time will be limited.

External Students:

After all Year 11 students from Reading School who are likely to be qualified for entry into the Sixth Form have been accommodated, conditional offers will be made to students from other schools. This will be subject to the availability of places on individual courses and combination of subjects. The offer is conditional upon students achieving within 2 points of their predicted Best 8 score – this is to prevent the use of over-inflated predicted grades, and Reading School will use reasonable judgment to determine acceptable scores.

To accept the conditional boarding offer, families must complete the boarding acceptance form by Friday 26th March 2027 and confirm payment of the boarding deposit fee, as per the Boarding Terms and Conditions.

The conditional offer of a place may be withdrawn if the applicant does not complete the Sixth Form Registration Form on GCSE results day and/or provide evidence of meeting the conditions of their offer ie. Submit GCSE results sheets within the required window.

Offers of places will be confirmed as soon as appropriate examination results are confirmed.

An accepted place may be withdrawn if the student fails to commence school on the first day of term. A change in subject choices at this stage is not possible.

For 'late' applications received, responses will be made within two weeks of receipt of the predicted examination grades.

Suitability for Boarding

The School Admissions Code 2021 states that a maintained boarding school can interview applicants to assess suitability for boarding and must consider the following:

- Does the child present a serious health and safety hazard to other boarders;
- Will the child be able to cope with and benefit from a boarding environment.

Every boarding school is different and has its own individual boarding community and culture. As such, the professionals at Reading School assess suitability for boarding in relation to the School's own boarding environment. A child being assessed as suitable to board does not mean that they are guaranteed a place at the School. The School's Admissions Policy and oversubscription criteria apply

Suitability for boarding will be assessed through one or more of:

- Supplementary Information Form;
- An informal interview (without the parent present);
- A reference from current/previous Schools;
- Experiences of a Boarding trial night;
- Any other relevant information received.

The above do not take into account the candidate's academic suitability, which is solely assessed by the points score.

Tie-Break Criteria

If two or more candidates within an oversubscription criteria achieve the same overall score then places will be allocated using a **computerised random number generator**, conducted by an independent person from the Local Authority.

These tie-break procedures also apply to the **waiting list**.

Education, Health and Care Plans (EHCP)

- Children with an Education, Health and Care Plan (EHCP) that name Reading School Boarding will be admitted **before other applicants**, provided they meet the relevant points threshold for entry in 2027.

- The number of places available under the oversubscription criteria will be reduced accordingly.

Oversubscription Criteria

All applicants meeting the relevant points thresholds will be ranked in the following order and within each category strictly by their predicted points score:

Category 1: Priority Places Candidates who meet the following criteria, allocated in the following order, ranked by standardised test score:

- i. **Looked-After, Previously Looked-After Children and Internationally Adopted Previously Looked After Children:** who are in public care (in or outside England), or were previously in care and later adopted or placed under a residence/special guardianship order. The eligible score for these candidates is 54 points in Best 8. See Appendix 2.
- ii. **Pupil Premium or Service Premium:** who are entitled to the Pupil Premium or Service Premium grant. The eligible score for these candidates is 54 points in Best 8. See Appendix 2.
- iii. **Boarding Need:** candidates with an eligible score and for whom it can be demonstrated that they are either:
 - Boys at risk or with an unstable home environment
 - Boys whose parents are members of the UK Armed Forces, Crown Servants, or key workers (e.g. charity workers, people working for voluntary service organisations, teachers, law enforcement officers and medical staff working abroad) whose work dictates that they spend much of the year overseas or working unsocial hours.
- iv. **Twins/Multiples:** Candidates who are born during a multiple birth (a pregnancy resulting in two or more babies), who achieve an eligible score, live in the catchment area and have a sibling ranked in the top 12 of boarding registrants. The usual eligible score applies here.

Category 2: All Other Eligible Candidates

- o Candidates who do not meet any of the above categories.
- o Ranked by predicted points score.

Evidence of the relevant above status is required to be submitted on the application form (Applicaa) before the end of February. See Appendices for details of relevant evidence.

Any evidence received after this date may be considered as late and therefore only considered after mid-March, unless evidence of a genuine change of circumstances is received and approved through sixthformadmissions@reading-school.co.uk

Reading School reserves the right to recategorise or withdraw an application or offer of a place if it has been made on the basis of an incorrect, fraudulent or misleading application.

Waiting List

Applicants meeting the entry requirements but applying for subjects that are full will be placed on a waiting list. Where places exist, they will be offered based on the applicant's subject choices and the availability of places in those subjects, with due consideration for both the oversubscription criteria and for actual points achieved. A waiting list will only be maintained until the end of the first half term of Year 12, due to the volume and pace of work.

Appeals

- Parents/carers of children who are refused or not offered a place will be informed of their right to appeal, in accordance with the School Admissions Appeal Code ([Appealing a school's decision](#))
- Appeals must state the **grounds for appeal**.
- All appeals are heard by the same **independent panel**, and their decision is **binding** on both the school and the family.
- Further details can be obtained online at Reading Borough Council's website <https://www.reading.gov.uk/children-and-education/schools/schoolappeals/>

Fair Access Protocol (FAP):

- Reading School follows the **Fair Access Protocol (FAP)** and considers applications made by the Local Authority on a **case-by-case basis**.
- This admissions policy operates **separately** from the Fair Access Protocol. However, the school will take into account the relevant provisions of the **School Admissions Code (2021)** when making decisions under FAP, provided that the candidate is able to evidence academic ability commensurate with the current cohort.

APPENDIX 1

Key Dates/Timeline

- Open Day – 25th November 2026
- Application Opens – 1st December 2026
- Application Deadline – Midday 31st January 2027
- Evidence Deadline - 29th January 2027
- Conditional Offers Made – 5th March 2027
- Sixth Form Transition Days – 7th and 8th July 2027
- GCSE Results Day – 19th August 2027
- Sixth Form Registration deadline – 1pm on 19th August 2027
- External Students GCSE deadline to submit results – 1pm on 19th August 2027
- Sixth Form Confirmation Letters sent out – no later than 26th August
- Appeal Deadline – 1st September 2027
- Induction Day for new students – **to be confirmed**
- First Day of Term – **to be confirmed**

APPENDIX 2 - **INDICATORS**

Type	What is it?	Who is eligible?	What evidence do I need to give Reading School?
<p>Looked After, Previously Looked After or Special Guardianship (relevant for Category 1)</p>	<p>A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).</p>		<p>Adoption order; Special guardianship order (SGO); Child arrangements order (CAO), or a letter from the local authority confirming the child's status immediately before a court order was made.</p> <p>You must complete the (Previously) Looked After Child section on the application form</p>
<p>Pupil Premium grant (relevant for Category 1)</p>	<p>Funding given to the school for children from lower income families to support their time in school</p> <p>You can find out about your eligibility here: Apply for free school meals - GOV.UK</p>	<ol style="list-style-type: none"> 1. Children who are currently eligible for Free School Meals* 2. Children who have been eligible for Free School Meals at any point in the last 6 years* 3. Children who are currently in care 4. Children who have previously been in care <p>*at the time of completing the application form AND admission</p> <p>The School will use the Local Authority's eligibility checking service and therefore may require your National Insurance number and/or your child's UPN from their current school.</p>	<p>You need one of these:</p> <ul style="list-style-type: none"> - A letter from your child's school saying that they are eligible for the Pupil Premium - Current evidence of receipt of income support - Child tax credit - Job seekers allowance - Employment support allowance (income based) - Guaranteed element of state pension credit and support under Part VI of the

			Immigration and Asylum Act 1999 You must complete the Pupil Premium section on the application form
Service Premium grant (relevant for Category 1)	Funding given to the school for children from military families to support their time in school	<ol style="list-style-type: none"> 1. Children who have one or more parents serving in the regular armed forces 2. Children who have been registered as a 'service child' on a school census in the past 6 years 3. Children who have had one parent die while serving in the Armed Forces and the child receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme 4. Children who have a parent in the armed forces of another nation that is stationed in England <p>The School will use the Local Authority's eligibility checking service and therefore may require your National Insurance number and/or your child's UPN from their current school.</p>	<p>You need one of these:</p> <ul style="list-style-type: none"> - A letter from your child's school saying that they are eligible for the Service Premium - A letter from the parent(s) armed forces commander or other senior officer - Evidence of pension rights <p>You must complete the Service Premium section on the application form</p>
Boarding Need (relevant for Category 1)	Boys for whom it can be demonstrated that they have a significant need to be a boarder at Reading School.	<p>Examples of evidence that could support an application under the Boarding Need criterion might include but is not limited to:</p> <ol style="list-style-type: none"> 1. Social Worker Reports: A report from a social worker or caseworker that details the family's or child's circumstances (e.g., involvement in child protection plans, foster care placements) and why the school's location or resources are uniquely suited to meet the child's needs. 2. Police or Court Documents: Where there are safety concerns, such as a restraining order, witness protection, or family relocation due to domestic violence, which make it essential for the child to attend a school in a specific area. 3. Housing or Refuge Documentation: Evidence from housing officers or support workers in cases where the family is living in temporary accommodation, a women's refuge, or where relocation to a particular area is essential due to social welfare needs. 4. Support Letters from Charities or Advocacy Groups: A letter from a charity or non-profit organisation (e.g., domestic abuse or 	<p>Applications under this criterion must be supported by written evidence from a relevant professional, such as a doctor, social worker, or other specialist, outlining the child's or family's social or welfare circumstances. The evidence should explain why these needs can only be met by the child attending this specific school, as opposed to another local school.</p> <p>Priority under this criterion will only be given in exceptional cases where the evidence shows that attending the designated school is essential for the well-being of the child.</p> <p>You must complete the Boarding Need section on the application form</p>

		<p>disability support services) providing evidence that the child or family has received support from the organisation and that attending the specific school will benefit their social welfare.</p> <p>5. Official letters detailing the overseas work of parent(s), including time.</p>	
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APPENDIX 3: Investigating Addresses

The Governors are concerned to ensure that applicants who provide misleading, incomplete or fraudulent information for admissions do not deprive other applicants of a rightful place. The Governors' Admissions Committee will consider each application and apply the school's admissions rules where an address appears to be temporary or false.

To ensure that places are offered correctly and fairly, we reserve the right to request any and all further information later in the year and at any time to demonstrate that the child is still resident there.

We reserve the right to re-open any admission at any time if new and credible information is received which questions the validity of an address, and will request any documents we feel necessary.

The candidate will be given 7 days in order to provide the documents requested. During this period, an application will continue to be processed until a decision is made.

In the event of evidence being presented regarding potentially fraudulent applications, the Governors' Admissions Committee will make a decision as to:

1. whether or not the claimed address can, on the balance of probability, be accepted as the child's only or main residence at the appropriate time; and
2. if the panel is satisfied that the claimed address cannot be accepted as the child's only or main residence at the appropriate time, whether or not the claimed address was used by the parent/carer solely or mainly in order to gain an advantage in accessing a school place

If a school place is offered based on fraudulent or intentionally misleading information, the offer may be withdrawn, even if the child has started at the School.

Where a child arrangement order states the child lives equally with two parents/carers, the latter must agree which address to use for the school application. If the order specifies the child lives mostly with one parent/carer, that address will be used. If there is no order and the child lives with both parents/carers, the address where Child Benefit is claimed or where the child is registered with a GP will be considered and other contributory evidence considered.

Applicants living outside of England may only submit an application if they have a linked address within the Local Authority area, and documentary evidence must be supplied to show they will return to the address prior to the September in the year of entry; this address must not be an address of convenience.

APPENDIX 4: Education Outside Normal Age Group

Children are usually educated with peers in their chronological age group. However, in **exceptional circumstances**, parents/carers may request admission outside their child's normal age group. They must make an application as usual.

- Requests must be noted during application and supported by **evidence**, such as:
 - o Academic, social, and emotional development
 - o Parental and headteacher views
 - o Medical history and professional advice
 - o Previous education outside normal age group
- The **Admissions Authority** will decide whether the child is eligible, based on individual circumstances, in the child's best interests and in line with **sections 2.18–2.20 of the School Admissions Code**. Parents will be informed of the outcome **before offers are made**.
- If successful, the child will be placed in their **normal age year group** upon entry. There is **no right of appeal** against this placement.
 - o For guidance on submitting an application, parents should contact the **Admissions Officer** on admissions@reading-school.co.uk.

Appendix 5: Suitability for Boarding

With a higher ratio of pupils to adults in a boarding house than one would typically find in a domestic environment, it is not always possible for a school to provide an appropriate environment for a pupil where their needs require more intensive supervision and support. There may therefore be times when the school determines that it cannot reasonably accommodate a pupil in a boarding environment, whether for pastoral, behavioural, disciplinary or health reasons.

How a Decision is Reached:

In determining whether an applicant is suitable to board, Reading School has regard to the questions listed in this section. They form part of the School's comprehensive assessment as to whether a child a) presents a serious health and safety hazard to other boarders and/or b) will be able to cope with and benefit from a boarding environment. These questions support the School to determine whether the child's character, behaviour, conduct, physical and mental health are compatible with points a) and b) above

At the application stage (Supplementary Information Form):

Does the child wish to board? How do they feel about boarding?

Does the child have experience of staying away from home?

Does the child have any difficulty relating to others?

Has the child ever exhibited any challenging behaviour?

Has the child had any traumatising or difficult experiences?

Does the child have any medical needs or a disability which would require adjustment to the boarding accommodation, routine or practice? (this can relate to physical medical needs and/or mental health.)

At the reference stage:

Some of the application stage questions are once again covered. Additionally, the following questions are asked of the child's current/previous school:

Does the child show resilience in unfamiliar settings without their parent/carer?

Does the child play/work on their own or do they always seek the company of others?

Has the application for boarding been discussed with their current/previous school?

Has the person writing the reference formed an impression of whether or not the child wishes to attend boarding school?

Does the child have a record of misbehaviour? For example: assault, physical violence, inappropriate sexual behaviour, intimidation of other children, theft or damage to property which may pose a danger to himself or to other pupils in the boarding context?

Does the child have any social, emotional, medical, mental health or behavioural difficulties?

Does the child have any significant health issues, either physical or relating to mental health?

Has the child had any involvement with counsellors or outside agencies?

At the interview stage:

At this stage, the assessment is centred on the interviewer's overall impression of the applicant in relation to suitability for boarding. Questions posed to the applicant by the interviewer are age-appropriate and may be informed by a reference or any information submitted prior to the interview taking place. As well as the answers given by the applicant, the interviewer will consider the child's body language, eye contact, communication skills, and general conduct at interview and what this may indicate. Areas which are looked at are as follows:

- Confidence
- Social ability/skills
- Listening ability
- Personal values
- Understanding and engagement
- Emotional and psychological traits

Additionally, the interview will explore the following areas:

- Is the child's bedtime routine and relationship with food compatible to the boarding environment?
- What is the child's level of English comprehension at interview? Is their comprehension sufficient to follow health and safety instructions?

The above questions/areas are the foundation and basics of the School's assessment for suitability for boarding. Should specific concerns be raised at any point during the application process which indicate that an avenue not listed above needs to be explored, the School will do so.

Boarding Trial:

In situations where an assessment of a child's suitability for boarding is inconclusive and the School is not satisfied that it can ascertain a child's suitability via an interview and reference alone, a boarding trial will be offered. The trial period aims to further evaluate the child's compatibility with the boarding environment, whether they would cope and/or benefit from boarding, and addresses any outstanding uncertainties or reservations the School may hold.

This situation may arise due to:

- Concerns are raised during the interview process and/or reference that cannot be adequately addressed or answered by the child, family or previous school.
- Contradictory information is provided by the child, family and/or previous school.
- Observations are made at interview stage that are inconsistent with the information provided by the family and/or the child's reference.
- Further information is received regarding the child's character, behaviour, emotional/physical/psychological wellbeing which brings into question their suitability.
- The child has a record or history of behavioural pattern(s) which the family states has improved by the time of the application; however, there is a lack of substantial long term evidence which supports this claim.

The duration of the trial depends on the severity of the concerns raised which led to a boarding trial being required. Applicant families are communicated with as soon as possible when a boarding trial decision is made.

Unsuitability for Boarding

The School takes all due care and consideration when arriving at a decision that a child is unsuitable for boarding. The School assesses all of the information obtained and gathered throughout an application prior to arriving at a decision. Where appropriate to make an informed decision, the School may consult internally with professionals in different departments or externally with relevant agencies or previous schools.

For a child to be deemed unsuitable for boarding one, or a number, of the following decisions has been reached:

- The School has assessed that the child poses a health and safety hazard;
- The School has assessed that the child will not cope in a boarding environment;
- The School has assessed that the child will not benefit from a boarding environment.

Reasons for Unsuitability for Boarding:

A child may be deemed as unsuitable for boarding for a variety of reasons. Unsuitability for boarding may relate to one-off incidents and/or patterns of behaviour. The list below is not exhaustive, but grounds for unsuitability for boarding may include:

- Child has major behavioural difficulties, such as displaying physical violence, aggression to adults and/or peers, any type of bullying behaviour, sexual misconduct, arson, vandalism, possession of weapons, theft, and/or substance abuse.
- Child's behavioural difficulties indicate that the child does not/will not follow health and safety rules, such as a record or incident(s) of absconding and truancy.
- Child has been excluded from schools two or more times.
- Child has mental health concerns which would mean they could not cope in a boarding environment, or it is felt that the boarding environment will be detrimental to the child's mental health.
- Child's level of proficiency in English is such that they cannot safely understand and follow health and safety instructions.
- Child demonstrates a strong aversion to boarding and/or negatively engages with the idea of boarding, displaying high levels of anxiety or unwillingness to be separated from the family.
- Child has undeveloped social skills to an extent which could lead to isolation, problematic peer relations, or inability to access the moral curriculum.
- Child displays character traits such as dishonesty or untrustworthiness to a degree which is a cause for concern.
- Child has significant medical needs which the School cannot accommodate in the boarding setting, meaning that the child's wellbeing would be harmed and they would neither cope nor benefit from the boarding environment.
- Child has a serious physical, behavioural or psychological illness or condition which requires medication for regulation but the child's family chooses to ignore, or fails to follow, medical advice.

Process of Ratification and Appeal

The initial decision of suitability for boarding is made by the interviewer, who will be one of the Housemasters. The Deputy Headteacher and/or Headteacher are consulted when an 'unsuitable for boarding' decision is made. A decision will be communicated to parents within 5 working days of receiving all necessary information (which may be slower during holidays if waiting for references).

Candidates assessed to be not suitable for boarding will not be added to or kept on a waiting list.

- Parents have the right to appeal in case of refusal, and parents should refer to the Appeals Code.

- Parents may reapply and be reassessed afresh for each year of entry, but not twice within the same academic year.