

**Prospectus
Supplementary Information**

September 2024

Introduction

This brochure is intended to provide supplementary information to prospective parents and should be read in conjunction with the College prospectus and the College website. It includes information on various aspects of College life that we hope will be helpful to you as you make choices about secondary education for your son or daughter.

Vision and Aims

The college vision is summed up with the headline “Think, Grow, Care”. It is explained in this statement:

To become the finest version of yourself:

Think deeply, read widely, discuss openly and listen intently. Study with PRIDE, forever Prepared, Respectful, Involved and Dedicated.

Grow personally, in confidence, in wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.

Care passionately about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

Open Evening and Tours

We plan to hold our Open Evening on the 19th September 2024 and College Tours in September/October. For more information go to <https://www.wyverncollege.org.uk/home/about-us/prospectus/>.

If you have a query or require additional information mentioned in this brochure, please do not hesitate to contact us:

- via email to enquiries@wyvern.hants.sch.uk
- by contacting the College reception on 02380 692679
- a range of supporting information can also be found on our website at www.wyverncollege.org.uk/.

Use the QR code to access our website.



Wyvern College Admissions Policy for 2025-2026

This policy will apply to all admissions from 1 September 2025, including in-year admissions. It will be used during 2025-26 for allocating places for September 2025 as part of the main admission round for Year 7.

Outside the normal admissions round, Hampshire County Council's Fair Access protocol may be applied alongside the policy to secure the admission of vulnerable pupils from specific groups.

Admission Criteria

The Wyvern College Trust is the admission authority for Wyvern College. This policy has been reviewed in accordance with the Schools Admission Code (DfE September 2021). The admission arrangements are determined by Wyvern College Trust, after statutory consultations. All main round admissions are co-ordinated by Hampshire County Council, on behalf of the College as required by legislation.

Wyvern College will consider first all those applications received by the published deadline of **midnight on 31 October 2024. Notifications to parents offering a secondary school place will be sent by the County Council on 1 March 2025.**

Applications made after midnight on 31 October 2024 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

The published admission number (PAN) for Wyvern College for 2025-26 is 270.

For the normal admission round, all preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

If the College is oversubscribed, places will be offered up to the published admission number (PAN) in the following priority order. Places for applications received after the deadline will be allocated using the same criteria.

1. Looked After Children or children who were previously looked after (see (i) in Definitions).
2. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Wyvern College school rather than any other. Appropriate medical or psychological evidence must be provided in support.
3. Children living in the catchment area of Wyvern College (see (iii) in Definitions) who at the time of application have a sibling (see (iv) in Definitions) on the roll of the College who will still be on roll at the time of admission. [See 5 for additional children who may be considered under this criterion.]
- 3a. Children living in the previous included catchment area of Chalcroft Farm and Fir Tree Lane, who have a sibling on roll at Wyvern College who was admitted when their address was still in the catchment area prior to it changing, (September 2021) and who will still be on roll at the time of the younger sibling's admission, will be given catchment priority for admission to Wyvern College, up to and including admission in September 2024. After this date, September 2024, Wyvern will no longer give these children priority. They will be under priority 8, see below.
4. Other children living in the catchment area of Wyvern College.

5. Children living out of the catchment area of the College who at the time of application have a sibling (see (iv) in Definitions) on the roll of the College who will still be on roll at the time of admission. [Where a sibling was allocated a place at the school in the normal admission round in a previous year because the child was displaced (see (v) in Definitions) from the catchment school for their address, the application will be considered under 3, above, subject to the siblings still living in the catchment area. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the College under this criterion as a consequence of their elder sibling's displacement and they remain living in the catchment area].
6. Children living out of the catchment area of the College who at the time of application are on the roll of a linked junior or primary school (Fair Oak Junior, Stoke Park Junior, Durley Primary School and Upham Primary School).
7. Children of staff (see (vi) in Definitions) living out of the catchment area of the school who have, (1) been employed at the College for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
8. Other children living out of the catchment area of the school.

A map of the College catchment area can be viewed by making an appointment via the College reception.

Definitions

- (i) Looked After Children are defined as those who are (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). Previously looked after children are those who were looked after but immediately after being looked after became subject to an adoption order, child arrangement order, or special guardianship order; this also includes those children who appear (to the admissions authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
- (ii) 'Medical need' does not include common medical conditions supported in mainstream schools, such as asthma or allergies. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that a family member's medical needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one school above any other.
- (iii) The child's permanent residence is where they live, normally including weekends application. The permanent residence of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time. Where a child's time is evenly divided between the parents, parents must agree which address they would like to be considered for the purposes of the application. In the event of a dispute, in the absence of a relevant court order, the

admission authority will make a judgement about which address applies, taking into account the address registered with the child's current school, nursery, preschool or childminder, the address registered for child benefit and the address registered with the child's GP.

- (iv) 'Sibling' refers to brother or sister, half-brother or half-sister, adoptive brother or adoptive sister, foster brother or foster sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adoptive brother or sister are living at separate addresses. Criteria 3 and 5 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending.
- (v) Displaced refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school. [To identify the child's catchment school please use this link](#). Note that some addresses are in catchment for more than one school and in this case, displaced refers to a child who was refused a place at any of their catchment schools.
- (vi) 'Staff' includes all those on the payroll of the College. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

Tie-Breaker

If the College is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the College have priority. Distances will be measured from the Ordnance Survey home address point to the school reception using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County Council's website.

Additional Information

1. Pupils Education, Health and Care Plan (EHCP)

The governors will admit any pupil whose final Education, Health and Care Plan names the College. Where possible such children will be admitted within the PAN.

2. Multiple births

Where a twin or child from a multiple birth is admitted to the College under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the College's PAN.

3. In-Year Fair Access placements by the Local Authority

The Local Authority must ensure that all pupils are placed in schools as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the Local Authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of the Local Authority's In-Year Fair Access Protocol. The Protocol is based on legislation and government guidance.

4. Other In-Year Applications

For most in-year applications, the College will invite the applicant parents and the child to a meeting with key staff to discuss transition arrangements, e.g. availability of option subjects, for Key Stage 4 children, any special needs or pastoral needs, and for a tour of the College during a normal working day. The College will always contact the child's previous school to make preliminary arrangements for the transfer of data and information. We aim to imitate the same careful, best-practice transition liaison that we apply to new admissions to Year 7.

5. School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

6. Waiting Lists

When all available places have been allocated, waiting lists will be operated by the College. Any places that become available will be allocated according to the criteria of the Admission Policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised each time a child is added to, or removed from, the waiting list and when a child's changed circumstances affect their priority.

At the time of receiving an application decision from the College, parents will be advised of the process for adding their child's name to the waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

7. Admission of children outside their normal age group

Parents can seek places outside their normal age group. Decisions will be made on the basis of the circumstances of each case; parents may be offered a place in another year group at the College.

8. Appeals

Parents may appeal where their application has been unsuccessful. The College will arrange independent appeals; the Governing Body is responsible for appeal arrangements. Parents should be aware that the appeal process is entirely separate from the management of the waiting list and submitting an appeal will have no effect on their child's position on the waiting list.

9. Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE 2021).

Attendance

Analysis of Attendance 2023-2024

As the recent Ofsted report says, students enjoy coming to Wyvern and as a result attendance levels are above national averages and significantly above county and regional averages. The proportion of persistently absent students (those with attendance at or below 90%) are significantly below county, regional and national averages.

The college has high expectations of students' attendance and does hold families accountable for their child's attendance; leaders do challenge absence.

	Wyvern	South East Region	National
Overall student attendance rate	91.4%	90.4%	90.6%
Persistent absence rate	21%	28%	27%

Behaviour and Discipline

Our Behaviour and Discipline Policy promotes a consistent and coherent approach towards the implementation of our ethos and code of conduct, and the maintenance of appropriate standards of behaviour and discipline.

The college approach is best described as "warm strict" or "caring tough". Staff expect high standards of behaviour from students and will hold them to account for these but will help and support them to meet these standards. Staff seek to build warm and mutually respectful relationships with students and will use these to guide students to making the right choices.

We also aim to provide an exciting curriculum, high-quality teaching and strong relationships with parents which further promotes positive behaviour. However, we also believe that students flourish when they know that the rules are, what the consequences will be if they break the rules, and that staff will consistently follow up and apply those consequences when the rules are broken. We therefore have one set of rules for all classrooms (known as our PRIDe rules) and one system of consequences for staff to use when students break these rules (this is known as the Four Point Plan).

You can find details of our approach in the college behaviour policy on the website. You will see from this that the college exercises its legal right to use afterschool detention, isolation, off site direction (alternative school placement) and suspension as sanctions, which do not need parental permission, but which are clearly going to be more effective when they do have parental support.

Charging

Ideally, the College would like to make no charge for any activity which is relevant to education provision. However, the limits of the College's budget force charges to be made for certain activities. There are many activities arranged both within and outside of College premises and normal lesson time, some of which can be chargeable under the law, and some may be subject to voluntary contributions so that the activities can take place.

The College makes no charge for books, equipment, materials, incidental transport, and instruction in connection with the National Curriculum or statutory Religious Studies taught in College. Additional items e.g. revision books, calculators, musical instruments etc. purchased in bulk will be sold on to students who request them, at cost price. The College will levy a charge for all board and lodging costs on residential visits. Discretionary remission will be granted on a case by case decision for students who are registered as looked after children in terms of the school census of all or some board and

lodging costs, during residential trips. A copy of the full Charging Policy is available on our website or on request from the College.

Communication with Parents

Day to day communication with parents is carried out via the email system for notes and messages and the Edulink application. Parents may also use the logbook to communicate with staff and vice versa. In addition, we have a range of curriculum and pastoral email addresses which parents can use to communicate in more detail with staff on specific areas of concern. A number of face-to-face opportunities are provided for parents to meet staff including Subject Parents' Evenings and events in relation to specific topics such as Options and Careers.

The college produces a weekly parental newsletter called thisWeek@Wyvern which keeps parents up to date with what is happening in the college and which communicated essential information.

Parents are sent two academic reports per year, two behaviour or PRIDe reports, 5 attendance reports and will have the opportunity to speak to parents at a parents' evening.

Curriculum

We aim to inspire our students towards personal accomplishment and fulfilment; to become the finest versions of themselves. Our curriculum therefore seeks to draw out of them their interests, talents, personal qualities and aspirations. It also seeks to draw out of them a strong sense of social justice and responsibility: to use all that is good within them to make a difference to the lives of others and to improve the world around them.

Curriculum Ambitions

Ambition 1: the curriculum leads students to academic accomplishment and fulfilment. It provokes thought, curiosity and scholarship, allowing students to delve into a rich variety of disciplines.

- It provides high levels of challenge, including opportunities for students to extend their learning beyond what is taught in lessons.
- It supports students in transferring essential knowledge to their long-term memory.
- It sequences learning so that students make links and connections within and across subjects.
- It removes the barriers, which prevent students from learning and achieving.

Ambition 2: the curriculum leads students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose.

- It helps students feel positive about who they are and teaches them how to enjoy healthy, safe and responsible lives.
- It helps them recognise the difference between what is right and wrong; to expand their range of social skills; to appreciate the range of cultural influences and to apply all of these things to the different contexts they encounter in their lives.
- It develops students' self-discipline and work ethic through the PRIDe code (Prepared, Respectful, Involved and Dedicated).

Ambition 3: the curriculum leads students to appreciate their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it.

- It reminds students of their duty to others, through service, teamwork, kindness and leadership.
- It secures high quality further education placements and prepares students for the world of work and a lifelong interest in learning.

- It makes students ready for life in modern Britain as active, responsible citizens who have well considered opinions about issues and a respect for the diversity of opinions on those issues.

Further information about our curriculum is available on our website.

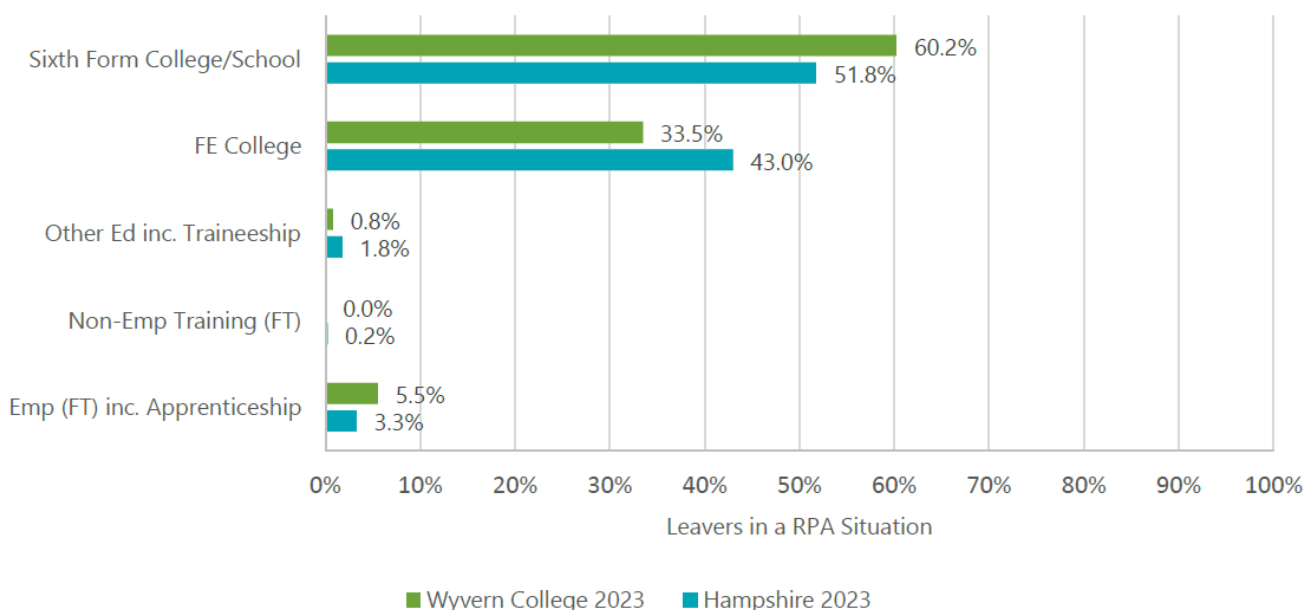
Destination of Leavers

The following information outlines the destination of Wyvern students aged 16 or over who left the College in 2023 compared with previous years. The information is supplied by Hampshire Local Authority. The College provides extensive careers education and support to students in Years 7-11 to help them make choices about post-16 education and training.

Wyvern College					
Leaver Year	2019	2020	2021	2022	2023
Sixth Form College/School	156	144	168	152	153
FE College	71	63	64	87	85
Other Ed inc. Traineeship	0	0	0	0	-
Non-Emp Training (FT)	0	0	-	-	0
Emp (FT) inc. Apprenticeship	6	13	9	6	14

Hampshire					
Leaver Year	2019	2020	2021	2022	2023
Sixth Form College/School	6,742	6,923	7,128	6,983	7,113
FE College	5,359	5,401	5,665	5,589	5,906
Other Ed inc. Traineeship	45	32	26	170	243
Non-Emp Training (FT)	44	27	52	84	31
Emp (FT) inc. Apprenticeship	546	449	471	399	451

The graph below compares the destinations that Wyvern students went on to after year 11 with the destinations that all Hampshire school leavers went onto. Significantly more students attend 6th form college than the county average and significantly more choose to take an academic post-16 curriculum route, giving access to university. This reflects the fact that Wyvern students leave school at 16 with much higher GCSE grades than the those across the county.



GCSE Examination Results

The 2024 GCSE results

Students attain higher grades in their GCSEs than the borough, county, regional and national average.

	Wyvern	National
The average grade for students across 8 qualifications	5	4
The proportion of students gaining good passes in 5 or more GCSEs including English and Maths	68%	61%
The proportion gaining good passes in English (grades 9-4)	82%	76%
The proportion gaining good passes in Maths (grades 9-4)	78%	71%
The proportion gaining good passes in TWO Science GCSEs (grades 9-4)	74%	65%
The proportion gaining good passes in Foreign Languages (grades 9-4)	83%	70%
The proportion gaining good passes in a Humanities subject (grades 9-4)	75%	62%
The proportion of grades that were top grades (9-7)	28%	21%

Meals

The College operates a cashless cafeteria system at lunchtimes with a range of nutritious dishes. Menus vary from day-to-day and cover a range of reasonable prices. Facilities are provided for students who wish to eat packed lunches brought from home. Students are not permitted to leave the premises during the lunchbreak. The Finance Office can provide information on applications for free school meals.

Monitoring Student Progress

Monitoring and assessment at the College aims to recognise the full range of students' achievements and to record progress in a positive manner. To this end, the involvement of both the teacher and the student in the setting of both long-term and short-term targets is a vital component. A wide range of methods of assessing students' work and monitoring progress is used within departments.

Assessments are intended to provide information to the student, parents, and staff to highlight what progress the student has made and what they need to do next. Each department has an annual structure for assessing students to enable progress to be monitored against the subject target. Each year group has exam weeks identified in the annual calendar.

Key information for parents is provided through Subject Parents' Evenings and via electronic data reports at frequent intervals during the year.

Promoting Equality

The College recognises and welcomes its responsibilities in relation to equality. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all students, staff, parents and visitors who use the College premises. The College will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively. We are bound by law not to discriminate in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, and have a commitment to enforcing these statutory requirements in the school. A copy of the full Equality Statement and Objectives is available on our website or on request from the College.

Religious Studies

Religious Studies is taught in accordance with the Hampshire agreed syllabus (*Living Difference*) through the Religious and Personal Studies (RPS) department. All students experience a course that is non-denominational in character and allows them the opportunity to explore Christianity and two other religions. In addition, students are given the opportunity to explore the role religion plays in contemporary moral issues. RPS is a valued part of the curriculum which encourages students to develop skills and attitudes such as tolerance and open-mindedness that will prove valuable as they prepare to live in our modern world. Parents who wish to withdraw their child/children should contact the Curriculum Leader for Religious and Personal Studies.

Sex and Relationships Education

Sex and Relationships Education is taught to all students and is delivered mainly through the Religious and Personal Studies curriculum but is supported in other areas such as Science. It is taught in a supportive environment in which students are encouraged to explore their feelings, values and experiences and those of others. It has three main elements: attitudes and values, personal and social skills, knowledge and understanding. The aim is to prepare students for adult life by providing balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

A copy of the full Sex and Relationships Education Policy is available on our website or on request from the College.

Special Educational Needs

The College will ensure that all students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential, and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, because of everyone working together.

Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities. An underlying principle that informs the Colleges SEN policy is that of inclusion. High quality teaching is that which is differentiated to meet the needs of most students. Some students will need something *additional to* and *different from* what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

The College is compliant with the Equality Act 2010 and Accessibility legislation. The large campus has buildings of differing ages and varying levels of accessibility. The Main building is positioned over three floors. There is wheelchair access to the ground floor only and there is no lift. There is a disabled

toilet and disabled parking bays. The Learning Support base / Art Block covers two floors. Again, there is wheelchair access to the ground floor only. The Library and ICT block is also spread over two floors with access to the upper storey Library using a lift. The Library has an *Evac* chair in case of emergency evacuation. Reasonable adjustments have been made to improve accessibility.

A copy of the full SEND Policy is available on our website or on request from the College.

Supporting Looked After Children

We arrange Personal Education Planning meetings for each Looked After Child to review progress. In addition, our Pastoral Assistants meet with Looked After Children on a regular basis throughout the year. We may also be able to offer some financial support towards other activities such as music lessons.

Supporting Students with Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. The College is an inclusive community which aims to support and welcome students with medical conditions and to provide all children with all medical conditions the same opportunities as others at College. Individual Health Care Plans will specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way, taking due regard to Wyvern's medical policy. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The College recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the College will comply with its duties under the Equality Act 2010.

A copy of the full Supporting Students with Medical Conditions Policy (incorporating First Aid) is available on our website or on request from the College.

Transport

If Wyvern is the designated school for your area, your child may be eligible for free transport if your home is more than three miles from the College (measured by the nearest walking route). Students who are not entitled to free transport may sometimes be conveyed on contract vehicles subject to availability of spare seats. Further details are available from the College Finance Office.

Uniform

Our uniform encourages a sense of identity with, and pride in, the College and avoids any element of competitiveness between students in relation to College dress. We expect high standards of uniform and we expect parents to support us with this. Students who breach the uniform rules will receive a strike on their Pride of Wyvern card in their logbook. When they have three strikes then they receive a detention.

We are strict on uniform because when we allow students to wear jewellery or expensive variations of the college uniform items we put on public display for everyone to see the difference between rich and poor, between those who come from families where they can afford expensive things and those who

come from families where they can't. Similarly, when we allow students to wear fashionable variations on the uniform, we put on display those who are fashionable and those who are not. That create speer pressure and the breeding ground for bullying. And the pressure for students to then go home and tell their parents to buy them the fashionable variations because "everyone else if wearing them." This creates conflict between students and parents, most of whom want to support the college's high standard sin uniform.

Our present supplier is Skoolkit. Full details of the uniform are provided to parents as part of the New Intake Parents' Evening and via the logbook.

For parents who are in receipt of specific benefits, a limited amount of financial assistance may be available to provide the essential clothing that your child needs to attend College. Further information is available from the College Finance Office.