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Admissions Policy and Procedures 2027-28 Entry

Loreto College is centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that it will be an educational community where each person has the experience of being loved and valued as a sacred individual created by a loving God; a community where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be people of courage who are alive to the needs of humanity and committed to making a better world.

1. Statement of Purpose

Loreto College is part of the 5-19 continuum of Catholic education in Manchester and it exists to respond to the educational needs of young people from its partnership high schools and special needs schools in Manchester and surrounding areas. Its primary purpose is to guide these learners to success by challenging them to achieve academic and human excellence and by supporting them in the pursuit of this excellence.

In addition, it will be proactive in identifying and responding to the needs of other learners from, the Catholic, local and wider communities when they are consonant with the college's core values.

2. Context

Loreto College Manchester is part of an international network of Catholic colleges run, via the Loreto Trust Board, by the Institute of the Blessed Virgin Mary, a religious order founded in the seventeenth century by the Englishwoman Mary Ward.

It has provided education in Manchester since 1851 and was established as a sixth form college in 1977 as part of the re-organisation of Catholic secondary education in the city. Since April 1993 it has been a designated college under the 1992 Further & Higher Education Act.

3. Aims

It aims to be an educational community which:

- Is guided by the teaching of Christ and in turn guides its Catholic young people in their faith journey and provides all its members with the opportunity of living, working and worshipping in a Christian community.
- Gives expression to the core values of Mary Ward – freedom, justice, sincerity, truth, joy, excellence and internationality–and encourages "seekers of truth and doers of justice" who are able to challenge accepted notions and modes of society.
- Values all its students as individuals and values all types of learning.
- Encourages active student involvement in their own learning and lifelong learning.
- Works in partnership with parents, recognising that our students are their sons and daughters first.
- Invests in an appropriate level of staff training and development and sharing of good practice.
- Contributes to the education, religious, cultural and economic well-being of Manchester and its environs.

4. Background

The college offers a wide variety of post 16 educational courses which aim to satisfy the educational aspirations of as many of our Partner Catholic High School students as possible and other Catholic and non-Catholic applicants. To continue the ethos of the college it is important that we admit students who want to study in a college which has a distinctive Christian character, inspired by the life and work of Mary Ward. It is also important that students are capable of benefitting from and succeeding in the courses we offer. In implementing this policy, the college is mindful not only of its legal responsibilities but also of its core values and of its duty of care and respect for the dignity and worth of all those who are involved in the process.

5. The purpose of this Policy and Procedures.

5.1 The primary function of this policy is to establish the priority which will be given to applications.

5.2 The Admissions Procedures express the basis on which admissions decisions are made.

5.3 These Procedures then outline the stages a successful applicant goes through on their way to enrolment.

6. Introduction

6.1 The College admissions policy reflects the College mission and in particular its aim to provide a distinctive education for Catholic students and other students who wish to pursue their sixth form education in a Christian environment.

6.2 The college has a broad, balanced and coherent curriculum that provides choice and flexibility. The curriculum offer ensures that the student intake is fully comprehensive and students of all abilities are able to study courses that are appropriate in relation to their skills, attributes and Key Stage 4 outcomes. Students with a range of GCSE scores are able to access a personalised curriculum appropriate to their needs.

6.3 The admissions policy also reflects the College's association and commitment to meeting the needs of its Partner Roman Catholic High Schools, which are:

- All Hallows
- Blessed Thomas Holford
- Loreto, Chorlton
- Our Lady's
- St Ambrose Barlow
- St Anthony's
- St Damian's
- St John Vianney
- St Matthew's
- St Monica's
- St Patrick's
- St Paul's
- St Peter's

- St Phillip Howard
- St Thomas Moore
- The Barlow

7. Admissions Policy

7.1 The college welcomes applications from all students. When the college is oversubscribed, meaning that it has received more applications than the number of places it has available in any one year, the following priority will be given to applications:

1. Students from Partnership Roman Catholic High Schools
2. Catholic Students from Non-Partnership Roman Catholic High Schools
3. Catholic Students from other schools
4. Other Students
5. Students from any of the above categories who have not met the applications deadline.
6. Looked after children and previously looked after children have the highest priority in each category.

8. Admission Procedures

8.1 The closing date for applications is Friday 8th January 2027.

8.2 The college currently offers no vocational training courses. In making this assessment the college has used the following definition of vocational training:

"A course in vocational training is any programme of study that leads to a NVQ or any qualification required for direct entry to a particular area of vocational or professional practice, **or** any programme of study focussed on the acquisition of skills and competencies specific to particular occupations and involving more than 30% of learning in the workplace".

If the college did deliver vocational training, priority would be given to any applicant who meets the entry criteria and submits their application by a given deadline.

8.3 When considering a student's application we take into account several key indicators:

1 The confidential reference provided for the student by the school, which must cover attendance, punctuality, conduct and application.

2 The student's suitability for the course being applied for.

3 The availability of the course which the student has applied for.

4 The estimated grades provided by the high school and the effort the student has shown to achieve these.

5 The student's wider interests and the potential contribution that they might make to the Loreto College community.

6 The commitment shown to study at Loreto College.

7 The appreciation of and commitment to Loreto's distinctive ethos.

8 The quality of the application.

9 The receipt of the application by the college no later than the above deadline.

8.4 Successful applicants will be invited to interview to discuss the courses applied for, their longer-term career intentions and the reasons for seeking a place at the College. As the College places great emphasis on the partnership between College and home, parents/carers are strongly encouraged to attend the interview. The offer of a place will be withdrawn if an applicant fails to turn up for the scheduled interview without informing the college.

8.5 Successful applicants will be made an offer of a place in order to study specified courses. These will be the courses agreed at the interview. The offer will be subject to meeting the general entry requirements and the entry requirements for each subject. The College will endeavour to support subsequent requests for subject changes, but this cannot be guaranteed.

8.6 Students will be required to enrol at the College on a specified date, following the publication of GCSE results. Failure to attend enrolment will result in the offer of a place being withdrawn, except where the College has received prior notification in writing.

9. Special Educational Needs, Additional Learning Support and Disability

9.1 Loreto welcomes applications from students who may require additional support.

9.2 Applicants should ensure that they have completed the relevant section in the application form regarding any additional support needs.

9.3 If applications do not declare any additional support needs on the application form, and the college is then able to assess that it is able to meet their needs, there may be delay in ensuring adequate support upon admission.

9.4 If applicants do not declare any additional support needs on the application form, and the college is unable to meet their needs, any offer of a place may need to be withdrawn.

9.5 If invited, the transitions team will attend EHCP reviews, at which all relevant SEND information should be submitted by the applicant.

9.6 For non EHCP students all relevant SEND information should be submitted with the application form.

9.7 To comply with statutory regulations for students with access arrangements for examinations moving from school to college, Loreto College, as the new centre, will need to re-apply for these. Relevant, complete and up-to-date evidence must be provided at enrolment, (testing evidence must have been produced no earlier than the start of year 9). Teachers within the college must confirm that the access arrangements are still necessary for the students' needs and that these continue to reflect their normal way of working within the new centre i.e. Loreto College.

9.8 Where applicants require additional support due to disability or special educational, health or care needs, the college will assess the additional support needs and consider the reasonable adjustments required to meet these needs.

9.9 The level of support available is defined by the limits of the College's resources and not by what it takes to enable a particular student to study at the college and succeed. There may be cases where it is not in the educational interests of the student to study at Loreto. 'Educational interests' includes everything to do with the student's educational development and needs but, centrally their likely success in their Programme of Study.

9.10 The sole arbiters of 'educational interests' are the relevant college staff. In making judgements about educational interests, college staff will always be guided, but not determined in their

judgement, by all other relevant parties' advice (for example, the student's assessment of their circumstances and what they would like, parent or carers views, medical evidence, statements of need, education, health and care plans, etc.).

9.11 Any student with an EHCP must meet the college entry requirements in order to be considered for a place.

10. College Entry Requirements

College Entry Requirements reflect the college's commitment to ensure that the curriculum is accessible and that students are able to pursue a full-time general education programme at a level appropriate to their Key Stage 4 qualifications.

10.1 The College entry requirements are:

A Level Programme

For students who are anticipated to follow an A level programme the requirements are:

- 6 GCSEs grades 9 to 4 including two of English, Maths or Science
- 2 should be at least grade 6
- In addition, there are individual course requirements in some subjects. Please see website for further details.

Guided Programme

Sometimes a Guided Programme is appropriate when it is not possible for a student to satisfy the above requirements: for example, they may only be taking 5 GCSEs at school but yet be forecast to get very good grades in all of them. A full A Level programme could be the most appropriate in this case or a reduced programme of A Levels and another course (a GCSE, a BTEC Level 3 Subsidiary Diploma) may be right in other cases. Each case will be dealt with individually by staff so as to ensure the best course for the student.

A Guided Programme will be considered for any student who is on minimum qualifications for the course they wish to study e.g. a maths/science combination, an A level programme, a BTEC L2/3 etc.

BTEC Level 3 Extended Diploma

- Minimum of 5 GCSE: Grades 9 to 4 including either English or Maths.

OR

- Level 2 Vocational Programme at Merit or above PLUS 3 GCSEs Grades 9 to 4 including either English or Maths.

BTEC Level 2 Diploma

- Minimum of 4 GCSEs at Grade 3 or better.

Foundation level – ASDAN Diploma in life skills

- Working at P-level 8 or Entry Level 1
- A full commitment and ability to take part in Travel Training to become an independent traveller
- A full commitment and ability to take part in relevant work experience.

GCSE Maths and English Language

- *All students who have not achieved at least a GCSE grade 4 in Maths and/or English Language will be required to follow courses in the appropriate subject in order to work towards achieving these minimum grades.*
- *Students who were awarded grade 3 in Maths must follow the GCSE Maths course and students who were awarded grade 3 in English must follow the GCSE English Language course.*
- *Alternative Maths and English Language qualifications will be taken by students achieving less than a grade 3.*

11. Students not allocated a place

- Sections 7 & 8 above of this policy are applied to all applications, resulting in some students not being offered a place.
- Loreto College is significantly over subscribed and as such unfortunately each year a large number of students are unsuccessful in securing a place at the college.
- Given the volume of unsuccessful applications it is not possible to offer each applicant detailed feedback as to why their application has been unsuccessful.
- Students who are not offered a place are invited, by letter, to request for themselves to be placed on Loreto's Waiting List.

12. Appeals Process

- If a student is refused a place at college they may appeal, in writing, to the Admissions Manager within 5 working days of the decision being made.
- S/he will consider whether or not the initial decision was made in line with the Policy and Procedures and will respond as to whether or not s/he upholds the appeal within 10 working days of receipt of the appeal.
- It is not possible to offer detailed feedback to each applicant as to why their appeal has been successful or unsuccessful.
- If the appellant is still not happy with decision, a final appeal can be made to the Principal, in writing, within 10 working days of the outcome of the first appeal being received.
- Final appeals will be held in the summer term.
- Ideally the Principal will meet with the appellant but if not possible (due to time constraints for example) the appellant may be contacted via telephone or email. A decision will be made and communicated to the appellant by the Principal with 10 days, and, if relevant, may include sets of minutes from conversations that have taken place regarding the appeal.
- The Principal's decision is final.
- Requests for a final appeal should be address to: The Principal, Loreto College, Chichester Road South, Manchester, M15 5PB.

13. Generative artificial intelligence

- When considering applications, the College is keen to ensure that the authentic voice of the applicant is heard. Therefore, use of generative artificial intelligence to assist applicants in any way is prohibited. Any applicant who uses generative artificial intelligence may be at risk of either not being offered a place at the College, or, have their offer rescinded.