



Achieving success together

PROSPECTUS

Arrangements for the Admission of Pupils with Disabilities

Summary of Results 2026

Destinations of Leavers

September 2026

Dear Parent/Carer

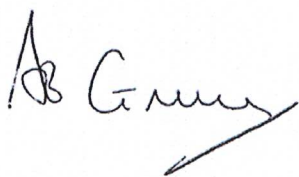
Year 7 Admissions to Copleston High School - September 2027

The process regarding ranking applications for Year 7 entry in September 2027, in accordance with our over-subscription criteria, is carried out by Copleston High School.

All applications for Year 7 entry in September 2027 – the deadline for which is 31 October 2026 – should be sent to the Admissions Department at Suffolk County Council or completed online via their website.

The Local Authority will then send details of all applications for Copleston High School, whether first, second or third preference, for the 'ranking' to be carried out in accordance with our Admissions Policy 2027-2028. When this process has been completed, the Admissions Department will be notified and they will then send out offer letters on 1 March 2027 in the usual way.

Yours sincerely



A B GREEN

Principal



COPELSTON HIGH SCHOOL
Special Needs

Arrangements for the Admission of Pupils with Disabilities

Admission Arrangements

The school has a Special Educational Needs & Disability (SEND) policy, recently updated, where a general and detailed overview of the admission arrangements is shown. As a core principle, the school strongly believes that close liaison with the primary schools within the Copleston catchment area and beyond is of vital importance in managing admission and transition to Copleston. The Head of Learning Support (SENCO) has established and continues to maintain these important liaison arrangements.

Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils

The Learning Support department, in conjunction with the relevant Leaders of learning, inform staff of pupils' needs and endeavour to make the classroom learning environment as accessible and inclusive as possible for them. This is achieved by staff delivering high-quality inclusive teaching, adapting work and sharing relevant successes and concerns with the Learning Support Department. Interventions (both small group & 1:1) are carried out for students who need the additional support. Through the school's PSHE programme and through pastoral work with Form Tutors the issues of prejudice and disability are raised and discussed. Where necessary, individual counselling or group work is undertaken. The school's Equality Policy has recently been updated.

Facilities provided to assist access to the school by pupils with disabilities

All the main areas of the school are accessible via ramps and stair lifts. Accessible toilets are provided in various locations on site. Updating and improving the facilities for those with physical or sensory impairment is an ongoing priority.

On identifying, assessing and providing for pupils with special educational needs and disabilities, we will continue to operate the present procedure as under Section 2 of the Special Needs Policy (identification, assessment and provision).

As part of the school's general facilities and improving the school's building and environment, the Learning Support Area is situated on the ground floor of the new building with access to an outdoor area. This has greatly enhanced the facilities in the Area providing a bright, clean, tidy and welcoming learning environment. Pupils and staff greatly appreciate this area and facilities.

The department continues to work and liaise closely with the Local Authority and the Specialist Education Service. - Since September 2019 we have been employing a Speech and Language Therapist once a fortnight. We will also continue to offer support for students' wellbeing. We have a Mental Health Support Team working within the school to support students with their mental health. We also have a School Nurse, Wellbeing Consultant and Pastoral Team offering support and referring to external specialist services where appropriate.

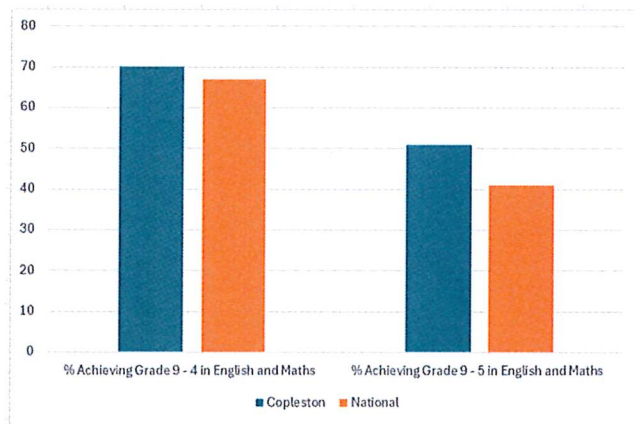
Fundamental Principles -

- ⤴ A student with a special educational need and / or disability should have his, or her, needs met.
- ⤴ The special educational needs of children will normally be met in mainstream schools.
- ⤴ The views of the child should be sought and taken into account.
- ⤴ Parents and carers have a vital role to play in supporting their child's education.
- ⤴ Children with a special educational need and / or disability should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Examinations Results 2026

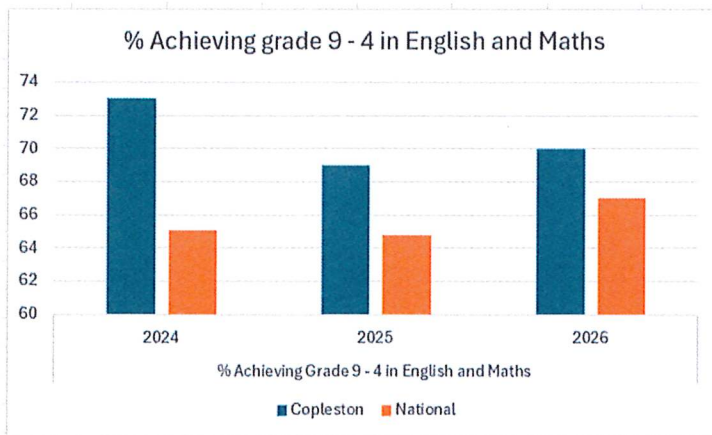
Key Stage 4 (Provisional)

	2026
Attainment 8 Score	47.8
Percentage of students who achieved a Strong Pass (Grade 5 or above) in English and Mathematics	51
Percentage of students who achieved a Standard Pass (Grade 4 or above) in English and Mathematics	70
Percentage of students who achieved the English Baccalaureate at a standard pass	21.3
Percentage of students who achieved the English Baccalaureate at a strong pass	17.7
English Baccalaureate Average Point Score	4.24
Percentage of students continuing in education, training or employment at the end of Key Stage 4	88



GCSE Results 2026

Strong outcomes with English and Maths at Grade 4 - 9 and grade 5 – 9 at Copleston High school better than national.



Consistently Strong Outcomes

We are proud of our consistently strong outcomes with higher percentage of our pupils achieving the 'standard pass', grade 4 in English and Maths compared to their peers nationally.

Key Stage 5 – Average Points per Entry and Average Grade for Students (Provisional)

	Average Points Per Entry	Average Grade
A level	34.5	C+
Applied General	30.30	Distinction -

	2024	2025	2026
A level VA	0.06	-0.28	0.15
Applied General VA	0.07	0.10	-0.24

Key Stage 5 Retention (Provisional)**A Levels**

Percentage of students completing their main programme of study		
Qualification	Copleston High School	94%

Key Stage 5 Destinations (Sustained education, employment or training)

	2021 Leavers	2022 Leavers	2023 Leavers
Copleston Sixth Form	94%	95%	95%

Destinations of Year 11 Leavers ~ 2021– 2026

	TOTAL	6 TH FORM	FE COLLEGE	Apprenticeships	NON-EMPLOYED GOVERNMENT - SUPPORTED TRAINING	EMPLOYMENT WITHOUT TRAINING	NOT IN EMPLOYMENT OR TRAINING	MOVED AWAY / NO RESPONSE
2021	290	196 (67.59%)	84 (28.97%)	1 (0.34%)	3 (1.03%)	0	3 (1.03%)	3 (1.03%)
2022	292	173 (59.25%)	111 (38.01%)	1 (0.34%)	1 (0.34%)	0	1 (0.34%)	5 (1.71%)
2023	296	172 (58.11%)	105 (35.47%)	1 (0.34%)	3 (1.01%)	0	2 (0.68%)	13 (4.39%)
2024	290	161 (55.52%)	111 (38.28%)	1 (0.34%)	0	0		17 (5.86%)
2025	326	149 (45.70%)	134 (41.10%)	0 (0.0%)	4 (1.22%)	0	0	39 (11.96%)
2026	327	168 (51.4%)	142 (43.4%)	2 (0.6%)	3 (0.9%)	0	0	12 (3.7%)

Destinations of Year 13 Leavers ~ 2021 – 2026

	TOTAL	HE	GAP YEAR *	6 TH FORM	FE COLLEGE	Apprenticeships	NON-EMPLOYED GOVERNMENT - SUPPORTED TRAINING	EMPLOYMENT WITHOUT NVQ2 TRAINING	NOT IN EMPLOYMENT OR TRAINING	MOVED AWAY / NO RESPONSE/ UNKNOWN
2021	137	100 (72.99%)	7 (5.11%)	5 (3.65%)	1 (0.73%)	9 (6.57%)	0	9 (6.57%)	4 (2.92%)	2 (1.46%)
2022	152	93 (61.18%)	11 (7.2%)	17 (11.18%)	5 (3.2%)	13 (8.55%)	1 (0.6%)	8 (5.2%)	0	4 (2.6%)
2023	134	68 (50.75%)	14 (10.45%)	7 (5.22%)	5 (3.73%)	13 (9.7%)	3 (2.24%)	12 (8.95%)	1 (0.75%)	11 (8.21%)
2024	160	95 (59.38%)	3 (1.88%)	15 (9.38%)	0	12 (7.5%)	0	9 (5.63%)	2 (1.25%)	24 (15%)
2025	161	91 (56.52%)	11 (6.83%)	3 (1.86%)	0	9 (5.59%)	0	21 (13.04%)	0	26 (16.14%)
2026	139	88 (63.3%)	10 (7.19%)	3 (2.15%)	0	19 (13.66%)	0	8 (5.75%)	11 (7.91%)	0