



HANDEL HOUSE SCHOOL
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ADMISSIONS POLICY AND PROCEDURE

This Policy applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the school website and a copy may be obtained from the school office.

Policy owner: Headteacher/Proprietor

Approved by: Proprietor and School Advisory Board

Date of approval: September 2026

Next review: September 2027, or earlier where required

Policy status: Publicly available

1. Legal Status

This policy is written with regard to the requirements of the **Education (Independent School Standards) Regulations 2014**, as amended, including Part 6, paragraph 24, and current Department for Education guidance relating to independent schools. The school also has regard to:

- the **Equality Act 2010**, including the provisions relating to schools and reasonable adjustments for disabled pupils;
- the **Children and Families Act 2014**;
- the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**;
- the current **Early Years Foundation Stage (EYFS) Statutory Framework** for group and school-based providers;
- relevant Department for Education guidance concerning admissions, equality, SEND and safeguarding;
- other relevant statutory requirements and regulatory guidance applicable to independent schools.

2. Scope

This policy applies to admission to all areas of the school, including:

- Nursery and Kindergarten/EYFS;
- Key Stage 1;
- Key Stage 2;

- breakfast provision;
- after-school clubs;
- holiday provision where applicable; and
- other activities provided by the school where admission to those activities is dependent upon being a registered pupil.

The policy applies to all staff involved in the admissions process, the Proprietor, the School Advisory Board and any volunteers or other persons involved in admissions.

3. Availability

This policy is available to parents and prospective parents through the school website. A paper or electronic copy may also be obtained from the School Office. Further information about the school and its admission arrangements is provided through the school prospectus, website and relevant registration and acceptance documentation.

4. Equality and Non-Discrimination

Handel House School is committed to fair, transparent and inclusive admission arrangements. The school will not unlawfully discriminate against a child or family in its admission arrangements or in the terms on which a place is offered. The school will have due regard to the protected characteristics set out in the **Equality Act 2010**. These include:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The school recognises that not all of these characteristics apply in the same way to school admissions, but they form part of the school's overall equality duties.

Admission decisions will be based on the school's published arrangements, the availability of an appropriate place and the school's assessment of whether it can reasonably meet the child's educational, developmental, welfare and support needs. The school will not refuse admission solely because a child has a disability or special educational need. Where a child has a disability, the school will consider whether reasonable adjustments are required to the admissions process, including visits, meetings, assessments and transition arrangements.

5. Registration and Application

All applications for admission to Handel House School require completion of the school's **Registration Form**. The Registration Form requests relevant information including:

- the child's full name;
- date of birth;
- home address;
- details of parents/carers;
- contact details;

- previous educational or early-years setting;
- relevant medical or health information;
- special educational needs or disabilities;
- any other information considered relevant to the child's education, welfare or care.

A registration fee of **£150** applies in accordance with the school's current terms and conditions. Children receiving Nursery Funding are not required to pay the registration fee while they are receiving such funding. The registration fee becomes applicable in accordance with the school's terms and conditions if the child remains at Handel House School after the relevant funding has ceased. The registration fee is subject to the arrangements set out in the school's **Standard Terms and Conditions**. Where applicable, 50% of the registration fee is refundable/credited at the end of Year 6 in accordance with those terms. Completion of a Registration Form does not in itself guarantee the offer of a place.

6. Age of Admission

Handel House School is registered to care for and educate children from the age of **three years to eleven years**. The school will confirm the earliest date on which a child can commence in accordance with the child's age, the availability of a place and the school's registration arrangements. Confirmation of a child's date of birth will be required before admission.

7. Admissions Procedure

The normal admissions procedure is as follows:

Step 1 – Initial enquiry

Parents/carers may contact the school to request information about admission. The school may provide a prospectus and other relevant information and will normally offer prospective parents/carers the opportunity to visit the school.

Step 2 – Visit

Where practicable, parents/carers are encouraged to visit the school, ideally accompanied by the child. During the visit, parents/carers will be given appropriate information about:

- the school's educational provision;
- curriculum;
- pastoral care;
- SEND provision;
- EYFS provision where applicable;
- school routines;
- fees and terms and conditions;
- wraparound and additional provision; and
- other matters relevant to the child's education and welfare.

Where appropriate, relevant members of staff may meet with the family.

Step 3 – Registration

If parents/carers wish their child to be considered for a place, the Registration Form should be completed and returned to the School Office.

Step 4 – Information gathering

With appropriate parental consent, the school may request relevant information from:

- the child's previous school or early-years setting;
- educational psychologists;
- speech and language therapists;
- health professionals;
- the Local Authority; or
- other relevant professionals.

This information will assist the school in understanding the child's educational, developmental, health, welfare and support needs.

Step 5 – Assessment or school visit

Depending upon the child's age and circumstances, the child may be invited to:

- undertake an age-appropriate assessment;
- spend part of a day at school;
- spend a full day at school; or
- attend more than one visit.

The purpose of this process is to establish the child's current level of learning and development and to help determine whether Handel House School can provide an appropriate education and suitable support.

Step 6 – Decision

Following consideration of the available information, the school will determine whether a place can appropriately be offered. A place will be offered subject to availability and in accordance with:

- this Admissions Policy;
- the school's published terms and conditions;
- the Equality Act 2010;
- the Independent School Standards; and
- other applicable legislation and regulatory requirements.

Step 7 – Acceptance

Before a child's admission is confirmed, parents/carers will normally be required to:

- complete and sign the Acceptance/Health Form;
- confirm acceptance of the school's terms and conditions; and
- provide all information and consents required before the child starts.

8. Assessment Procedure

The purpose of assessment is to establish a clear understanding of a child's current learning, development and educational needs and to determine whether Handel House School can provide an appropriate education and support. For children seeking admission to **Key Stage 1 or Key Stage 2**, the assessment will normally include an age-appropriate assessment of English and mathematics.

The school may also consider:

- work samples;
- reports from the child's previous school;
- discussions with parents/carers;
- observations of the child;
- information from other professionals; and
- any other relevant information.

Assessment will be appropriate to the child's age and circumstances. Assessment information will be used to inform the school's understanding of the child and to support appropriate educational planning. The school will consider reasonable adjustments to the assessment process where required for a disabled child. A child will not be disadvantaged in the admissions process solely because they have a disability, SEND or English as an Additional Language.

9. Early Years Foundation Stage Admissions

Handel House School admits children to its EYFS provision from the age of three years, subject to availability and the school's admission arrangements. The school recognises that children joining the EYFS may have had very different experiences of early education and care. Admission and transition arrangements will therefore seek to establish a clear understanding of each child's individual needs, interests, development and previous experiences.

Parents/carers will be invited to provide information concerning, where relevant:

- the child's development;
- communication and language;
- physical development;
- personal, social and emotional development;
- independence;
- toileting and personal care;
- dietary requirements;
- allergies;
- medical or health needs;
- SEND or additional needs;
- previous early-years provision;
- the child's interests and preferred activities; and
- any other information which may assist the school in providing appropriate care and education.

Where appropriate, the school may seek information from the child's previous early-years setting or relevant professionals, with parental consent. Before the child starts, parents/carers will receive appropriate information about:

- the EYFS curriculum and approach to learning;
- the child's key person;
- settling-in and transition arrangements;
- daily routines;
- meals and snacks;
- personal care arrangements;
- collection arrangements;
- communication between home and school; and

- the school's approach to children's welfare, learning and development.

For EYFS applicants, assessment will be **age- and developmentally appropriate**. Formal academic testing will not normally be undertaken for children entering the EYFS. The school will consider the individual needs of each child when planning admission and transition. Where a child has SEND or a disability, the school will work in partnership with parents/carers and, where appropriate, relevant professionals to identify reasonable adjustments and appropriate support. The school will ensure that children admitted to the EYFS are cared for and educated in accordance with the current **EYFS Statutory Framework**.

10. Special Educational Needs and Disabilities

Handel House School welcomes applications from children with special educational needs and disabilities (SEND). Where a child has an **Education, Health and Care Plan (EHCP)**, the school will consider the provision specified within the plan and will consult with parents/carers and, where appropriate, the Local Authority and relevant professionals before confirming admission. The school will consider whether it can reasonably meet the child's needs within its available provision and will identify reasonable adjustments or additional support that may be required. Where appropriate, the school may request relevant reports or information from:

- the child's previous school or setting;
- parents/carers;
- the Local Authority;
- educational psychologists;
- health professionals; or
- other relevant professionals.

Where an EHCP names Handel House School, the school will work with the Local Authority and parents/carers in accordance with the requirements of the plan and applicable legislation. The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010. Reasonable adjustments may include, where appropriate:

- adjustments to visits or meetings;
- adaptations to assessment arrangements;
- additional transition visits;
- adjustments to communication;
- adjustments to the physical environment;
- changes to routines or procedures; and
- appropriate auxiliary aids or services.

The school will consider each application individually and will seek to work collaboratively with parents/carers and relevant professionals. Where additional specialist provision or services are required which fall outside the school's normal provision, arrangements for funding such provision will be discussed with parents/carers and, where applicable, the Local Authority. Further information is contained within the school's **SEND Policy** and **Inclusion Policy**.

11. English as an Additional Language

Handel House School recognises that children whose first language is not English may require additional support to access the curriculum and participate fully in school life. A child will not be regarded as having a learning difficulty solely because the language or form of communication used at home is different from the language in which they are taught. As part of the admissions process, the school will seek to understand:

- the child's level of English;

- their previous educational experience;
- their first language;
- their communication needs; and
- any support they have previously received.

Where appropriate, reasonable adjustments may be made to the assessment process. Information about a child's EAL needs will be used to support successful transition and access to the curriculum. Further information is contained within the school's arrangements for supporting pupils with English as an Additional Language.

12. Information Required Before Admission

Before a child starts at Handel House School, parents/carers will normally be required to provide relevant information including:

- child's full name;
- date of birth;
- home address;
- starting date;
- names and contact details of parents/carers;
- emergency contact details;
- GP details;
- relevant health information;
- allergies;
- dietary requirements;
- relevant medical information;
- SEND information;
- details of previous school or early-years setting;
- relevant consent forms; and
- arrangements for the child's collection from school.

Parents/carers are encouraged to provide any other information that they believe will enable the school to provide the best possible care, education and support for their child. All information will be handled in accordance with the school's **Data Protection Policy** and applicable data protection legislation.

13. Safeguarding

Safeguarding and promoting the welfare of children is a fundamental consideration throughout the admissions process. The school will seek sufficient information before admission to enable it to identify and respond appropriately to safeguarding, welfare, health and care needs. Where information provided during the admissions process raises a safeguarding concern, the school will follow its **Safeguarding and Child Protection Policy** and relevant statutory guidance. Parents/carers are expected to provide accurate and complete information relevant to their child's welfare and safety.

14. Admission of Children with Medical, Health or Care Needs

Parents/carers should provide the school with relevant information about medical, health, dietary, allergy, toileting, personal care or other needs before admission. The school will consider this information as part of its admissions and transition planning. Where appropriate, a meeting may be arranged with parents/carers and relevant professionals to establish how the child's needs can be safely and appropriately supported. Where a child requires a healthcare plan, medication or specific arrangements, these will be established before the child

starts wherever practicable. Further information is contained within the school's relevant medical, first aid, medication, SEND and safeguarding procedures.

15. Admission Decisions

Admission decisions will take account of:

- availability of an appropriate place;
- the child's age;
- the child's current educational level and developmental stage;
- information provided by parents/carers;
- information from previous settings;
- relevant SEND or medical information;
- the school's ability to provide an appropriate education and reasonable adjustments;
- the welfare and safeguarding needs of the child; and
- the school's statutory and regulatory responsibilities.

The school will not use an admissions criterion that unlawfully discriminates against a child.

16. Offer of a Place

An offer of a place will normally be confirmed in writing. The offer will be subject to the school's terms and conditions and any requirements specified by the school before admission. Parents/carers will be required to confirm acceptance within the timescale specified in the offer. A place may be withdrawn before the child's start date where material information has been withheld or where circumstances have changed such that the school cannot reasonably provide an appropriate education or safely meet the child's needs. Any such decision will be considered individually and in accordance with applicable legislation and the school's terms and conditions.

17. Transition

The school recognises that a successful transition is particularly important for younger children and children with SEND or other additional needs. Where appropriate, transition arrangements may include:

- additional visits;
- meetings with parents/carers;
- meetings with previous settings;
- information-sharing with relevant professionals;
- photographs or information about the school environment;
- opportunities to meet key staff;
- gradual introduction to routines; and
- other individual arrangements appropriate to the child.

The nature and extent of transition arrangements will be determined according to the child's individual circumstances.

18. Parents and School Partnership

The school recognises that parents/carers are important partners in ensuring a successful admission and transition. Parents/carers are expected to provide accurate information and to inform the school of any significant changes in their child's circumstances, including changes affecting health, SEND, welfare or family contact arrangements. The school will seek to maintain open and constructive communication with parents/carers throughout the admissions process.

19. Complaints and Concerns About Admissions

Parents/carers who have a concern about the admissions process should, in the first instance, contact the Headteacher/Proprietor. The school will seek to resolve concerns informally wherever possible. Where a concern cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's **Complaints Policy**. The school's complaints procedure does not affect any statutory rights available to parents/carers.

20. Related Policies and Documents

This policy should be read in conjunction with the school's:

- **SEND Policy**
- **Inclusion Policy**
- **Equality and Diversity Policy**
- **Safeguarding and Child Protection Policy**
- **Attendance Policy**
- **Behaviour Policy**
- **Health and Safety Policy**
- **First Aid and Medical Policy**
- **Data Protection Policy**
- **Complaints Policy**
- **Home-School Agreement**
- **Standard Terms and Conditions**
- **Registration Form**
- **Acceptance/Health Form**
- **School Prospectus**

21. Monitoring and Review

The Headteacher/Proprietor is responsible for monitoring the implementation of this policy. The policy will be reviewed formally at least annually and will also be reviewed earlier where:

- legislation or regulatory requirements change;
- the EYFS statutory framework changes;
- relevant Department for Education guidance changes;
- the school's admission arrangements change;
- significant issues are identified through monitoring or complaints; or
- changes in school provision make amendments necessary.

The review will consider the effectiveness, fairness and accessibility of the school's admissions arrangements. Any identified deficiencies will be addressed as soon as reasonably practicable. Staff involved in the admissions process will be informed of significant changes to the policy and the current version will be made available electronically or in hard copy.

The policy was reviewed and agreed by the Proprietor and School Advisory Board in **September 2026**.

Next review date: September 2027

M.Raisborough