

<b>POLICY TITLE</b>	<b>Admissions Policy</b>
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<b>Author</b>	DS
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# Admissions Policy

The School accepts admissions all year round, allowing pupils to start at any point in the academic year.

## General

This policy explains the school's admissions procedures and its commitment to strive for equal treatment of, and opportunities for its pupils. A separate policy exists which addresses equal opportunities in relation to employees. Deciding on the right school for your child is very important, and at The London Acorn School believe that a personal visit is invaluable. We very much hope that you and your child will visit our School. We conduct personalised tours throughout the year and Open afternoons. Details are published on our website and all registered parents are informed. This policy applies to all pupils seeking admission to the school. Our admissions procedure means we welcome pupils of all academic abilities and value them for what they bring to the school community. It is an inclusive and transparent process.

## The Entry Procedure

The school is a non-academically selective school. Selection is not based upon academic ability, but on a pupil's potential to prosper The London Acorn School, socially and academically. We do require references from the pupil's previous setting (if applicable) and we consider the observations and feedback from staff following any taster days. Our selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the school. The registration form is on the website. The school aims to make transition from any one school, year group or class as non-disruptive socially and educationally as possible. The London Acorn School welcomes in-year applications, but places in any one-year group can only be allocated if there is a place at the time of application. Please contact the Admissions Coordinator for details.

## Equal Opportunities

Equal Opportunities is the focus on ensuring that children have equality of access and outcome throughout all aspects of school like and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of education. Rather, they should be widened to allow children to achieve the whole scope of their potential. Equality of access, however, does not necessarily lead to equality of outcome. Equal opportunity recognizes and celebrates our similarities and our diversity as individuals and groups. It recognizes that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential. Equal opportunity accepts that, whilst all children have something of value to contribute, they do not all start on a level playing field. Consequently, some may be disadvantaged in their attempts to reach their potential.

The school works hard to differentiate and maximize their personal achievement. Issues of equality are applicable to us all, but there are a number of people about whom Equal Opportunity concerns are often more formally expressed. Such groups are referred to in the Equality Act as the “Protected Characteristics” and are identified as age, disability, gender | reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school’s policies, for example, on curriculum, PSHE and anti-bullying, explain how it promotes a sense of respect and tolerance, and guards against discrimination against, people who demonstrate a protected characteristic.

Equal Opportunities covers the whole process of education but particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio-economic disadvantage. Strategies to combat inequality include those dealing with issues of self-esteem and sense of self-worth, school organization, curriculum content and delivery, discipline, provision for those considered to have special educational and or English as an additional language needs, underachievement, and building social relationships within the school community. Equal opportunity is about creating the structures and contexts for unlocking potential.

### **Equal Treatment**

The London Acorn School is committed to equal treatment for all, regardless of a prospective Pupil’s ethnicity, religion, sexual orientation or social background. The school has due regard to the Equality Act 2010 and promotes respect and tolerance for people who have a protected characteristic. We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. The school is committed to being an Equal Opportunities Education provider and is committed to equality of opportunity for all members of the school community. The school recognises and accepts its responsibilities under the law, in line with the 1976 Race Relations Act; all candidates for admission will be treated equally, irrespective of their, or their parents’ age, gender, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or ethnicity, language, religion or belief, national or social origin, sexual orientation, property, birth or other status. We expect all of our pupils to attend all assemblies and outings, and to take full part in all Religious Education lessons.

### **Special Needs**

We do not discriminate in any way regarding entry. We welcome pupils with special educational needs, providing that our teaching team, with reasonable adjustments, can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can make provision for them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child’s requirements with the school before they register for a place, so that we can make adequate provision for them. Parents should provide a copy of an Educational Psychologist’s report, EHCP (Education, Health, Care Plan) or a medical report to support their request, for example, for extra time or other special arrangements. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if they become a pupil at the school. The physical layout of the site and buildings may restrict the movement of individuals who have particular difficulties with mobility. Some of these restrictions may be insurmountable. The school has a three-year disability access plan in compliance with the Special Educational Needs and Disability Act.

## **Reasonable Adjustments**

The school defines a reasonable adjustment as one which can reasonably be undertaken within its normal staffing, facilities and resources, given the context of the school. The school reserves the right not to offer a place where it is believed that any necessary adjustments exceed the criterion for reasonable adjustment. Where the school believes that a child's particular needs can be met by drawing on a limited range of additional expertise or resources, but nevertheless beyond the criterion for reasonable adjustment, the school may decide to offer a place on condition that the additional cost will be passed on to parents. We advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the school before they register for a place, so that we can determine whether a place can be offered and make appropriate adjustments for them. Prospective parents are also asked to inform the school if any reasonable adjustments need to be made to enable a child to access the 'Taster Day' process. Parents should provide a copy of an Educational Psychologist's report, EHCP (Education, Health, Care Plan) or a medical report to support their request for a place and alert the school to any request for further special arrangements

## **Pupils with Medical Requirements**

If the school believes that it can meet a child's needs for medical provision, or the ongoing administration of medication, in accordance with the reasonable adjustments criterion, above, the school will endeavor to meet such needs. Where necessary, if specialist knowledge is required, the school will arrange additional training for relevant staff to support a pupil's medical needs (for example for anaphylaxis, diabetes, and asthma). We will discuss thoroughly with parents and their medical advisers any reasonable adjustments that can be made and the administration of medication, to enable a child to become and continue as a pupil at the school. For further information, please refer to the policy on first aid and the administration of medication.

## **Pupils with Dietary Requirements**

Where reasonable adjustments can be made, the school welcomes pupils who have particular dietary requirements due, for example, to cultural or religious backgrounds or to food allergies or intolerances. Information on dietary needs is gathered as part of the admissions process and shared, as appropriate with the kindergarten teaching staff as pupils in this part of the school will prepare and eat lunch together. In more complex situations, a meeting may be organized between the kindergarten teacher and the parents and/or health practitioner to discuss and plan for a child's dietary needs. Parents are asked to inform the school promptly if there is a change in a child's dietary needs.

## **The Admissions Process**

The aim of the process is to identify potential. The London Acorn School has a strong creative and artistic tradition in addition to its academic curriculum and many extra-curricular activities, all of which are important in developing a well-balanced, confident individual. The full process is identified in the appendix of this policy.

## **Scholarships**

The London Acorn School does not currently offer any scholarships.

## **Fluency in English**

Pupils with English as an Additional Language (EAL) are supported in School however with our youngest pupils we would need to be satisfied that children can understand basic instructions in English as a great deal of time is spent outdoors and the teaching team need to ensure the safety of all of our pupils. This would be observed during the taster day process. All students are assessed for their ability in English, where English is an additional language, using the school's own assessment process and the teaching team would implement an EAL support plan where necessary.

## **Religious Beliefs**

We are not a religious school and welcome children from all faiths or none.

## **School's Contractual Terms & Conditions**

Copies are made available to parents as part of the admissions process.

## **Complaints**

We hope that you and your child do not have any complaints about our admissions process; for registered pupils, copies of the school's complaints procedure can be sent to you on request. If parents consider that the school's decision not to offer their child a place is contrary to its admissions policy, they can make an appeal. Such an appeal would be managed broadly in line with the school's complaints procedure, except that it would not be necessary for at least one member of the appeal panel to be independent of the management and running of the school.

## **Admissions Register**

In accordance with Paragraph 15 of the Independent Schools Standards Regulations, and in line with requirements related to children missing education, as noted in Keeping Children Safe in Education, the school records on its information management system the required personal information about each registered pupil. The school must notify the Local Authority in the area where the school is situated of the addition or removal at non-standard times of a pupil's name from the admissions register, if the pupil is of compulsory school age. This includes informing the Local Authority when the child has been taken out of school to be home educated, when the family has apparently moved away, when the child has been certified as medically unfit to attend, when the child is in custody for more than four months or has been permanently excluded. The school has a statutory duty to treat both parents equally and to provide both parents with information about the child's work and progress, even if one parent does not live in the family home, unless there is a legal reason not to do so. Therefore, on the pupil's admission, the school needs to gather and record the name and address of each parent in cases where parents do not live in the same household



## Appendix A

### Admissions Process

1. We advise prospective parents to attend a tour of the school before making any Application.
2. [You can enquire and book a tour here](#). By filling in this Pre-Registration Form you will receive a prospectus and may request an informal talk with the Headteacher and Class Teacher prior to completing the Registration Form.
3. To enquire an application for a place, a Registration Form must be completed and returned along with the Registration fee, currently £60 (this is usually invoiced on receipt of the Registration Form). Applications will be acknowledged by the Admissions Officer within five working days during term time and an interview and observation taster date will be offered. This is not available prior to a formal application.
4. Your child will be invited to attend a taster day. During this taster day the class teacher will make observations and your child will complete age-appropriate tasks to ensure that we can meet your child's needs. In consultation with the Headteacher, further taster days can be arranged. We recognise that placing your child in the right environment is extremely important. The Class Teacher and Headteacher will meet with your child during their taster day for an informal interview.
5. We request that families also submit school reports from their child's previous school, where appropriate and other documentation which is relevant such as EHCP or medical information.
6. Where a child has previously attended another Independent School, the School Business Manager will request, in writing, a financial reference from the institution.
7. Applications will be considered by the Headteacher and Senior Leadership Team. A decision is normally made on the same evening. On some occasions, a decision will be held over until the following week.
8. When a child is accepted, a letter of offer will be sent out by the Admissions Officer within 5 working days of the decision.
9. Acceptance of place is made by signing the offer letter and School Handbook and Agreement. Once these are received by the school, the Admissions Fee of £150 will be due for payment. The School Handbook & Agreement is a legal document which binds parents to the terms therein.