



ADMISSIONS POLICY

Approved:

Approved by Juliet Lambert, Chair, Teaching & Learning Committee, 15th February 2021

Date of next review:

Due for review T&L Cttee 17th June 2021, ratification Board of Trustees 1st July 2021

This policy will be reviewed every year by the Principal and the Teaching and Learning Committee. At every review, the policy will be shared with the full Board of Trustees.

1.0 Aims

This policy aims to:

- Explain how to apply for a place at the School
- Set out the School's arrangements for assessing students' needs prior to the offer of a place, including discussion of the feasibility of, and funding for, any necessary reasonable adjustments or additional support to the education provided for those children who need it

2.0 Introduction

Throughout this policy, *Wynstones* means Wynstones and will be used interchangeably with *School* and *the School*; *parents* includes guardians and those with parental responsibility for children entering the School; *Students* will be used throughout.

3.0 Regulatory and publication context

Independent schools are not required to have a website but are required to make policies and information available to parents upon request, in line with the [Education \(Independent School Standards\) Regulations 2014](#).

Wynstones systematically chooses to publish its policies online, in order to enable ease of access for parents, and to participate in the wider social discourse on appropriate, effective and fair educational provision.

Although an independent school and not a designated Special School under Section 41 of the Children and Families Act 2014, Wynstones is committed to having regard for the [SEND Code of Practice \(2015\)](#) and is committed to its ethical principles of equality, diversity and inclusion; the access to education that follows from those principles; and the open and clear modelling of and funding for special educational provision within the context of an independent Waldorf school. Please see also the School's mission statement, SEND Policy, and SEND Information Report (Core Offer).

4.0 Statement of intent

Wynstones must feel confident that a prospective Student will benefit from the education offered, in line with the general standards achieved by, and experience of, their peers, so that they can enjoy a complete, happy and successful school career. These criteria must continue to be met throughout the individual's time at Wynstones. The School's policy is to apply these criteria to all Students and potential Students regardless of any known disability, subject to its obligation to make reasonable adjustments so as not to put any disabled Student at a substantial disadvantage relative to their non-disabled peers.

5.0 Equal opportunity

Promoting equal opportunities is fundamental to the aims and ethos of Wynstones. We welcome applications from Students of all ethnic groups, backgrounds and creeds and all are treated equally. Human rights and freedoms are respected but must be balanced with the needs and rules of our school community and rights and freedoms of others.

The School seeks to provide a welcoming atmosphere where all individuals feel valued and can make the most of their abilities, including those with learning difficulties and disabilities, on the proviso that

the educational needs of the child can be safely met within the School's learning environment and within reasonable adjustment to that provision.

The School operates a fluid SEND register, in order to ensure appropriate and real-time support for each Student; to ensure timely and supportive identification of needs; and to avoid stigmatisation of diagnostic or descriptive labels.

6.0 Learning difficulties and disabilities

Students with special education needs and/or disabilities experience a range of needs which are likely to require a range of additional support or intervention. Wynstones is able to provide a range of support for students with SEND, as outlined within the Core Offer (see Information Report). However, there are additional services which may be able to be provided at an additional cost. Special educational needs can come to light at any time throughout a student's school career. Where a special educational need and/or disability is known about prior to school admission, it is in the students' best interest to plan to meet this need. It is therefore an expectation and requirement that parents will inform the school of any known special educational need, medical need or disability on application for a place (please see the Registration Form). A meeting can then be arranged between the parents, the student and the school's Inclusion Manager to determine the level of support required. To prepare for this meeting, the Inclusion Manager will require any specialist reports, such as those provided by an Educational Psychologist or Specialist Teacher, allied health professionals, such as Occupational Therapy or other medical reports to discuss medical, sensory or physical conditions.

Where a learning difficulty or disability comes to light following admission, the Inclusion Manager will meet as soon as practicable with the parents to discuss the level of support needed to meet the individual needs of the Student in addition to determining whether Wynstones is able to meet the identified need, as services are limited to those outlined within the Core Offer and Information Report.

Students with an EHCP:

Where a parent would like to name Wynstones on the EHCP a formal annual review meeting must take place, at least 12 months prior to entry, which involves the Local Authority and the previous school/setting SENCO, in addition to the Inclusion Manager at Wynstones. The meeting will review the needs and outcomes which are identified on the EHCP and determine whether Wynstones would be a suitable environment for the individual to thrive. The final decision, following consultation with all stakeholders, rests with the Local Authority who are responsible for providing the funding for the student to attend the School.

Note: The Local Authority would be highly unlikely to finance a fee-paying school place. However, if a parent of a child with an EHCP are happy to pay the school's fees, the Local Authority may agree to paying for additional resources. In any case, there must always be a meeting first.

7.0 Funding of specialised educational provision

Individual learning needs are assumed for all Students, as a core pedagogical insight and practice of Waldorf Education. At Wynstones, these are acknowledged and supported through **Individual Development Plans** held by each Class Teacher / Guardian with support from the school's Inclusion Manager and with input from the learning support team, Students, and parents. Funding for individualised learning support is integrated within the School's fee structure. Illustrative examples of individualised learning support strategies and interventions can be found within the school's SEND Policy.

Funding for **Specialised Educational Provision** involves an increment to standard fees and is dependent upon the nature and extent of that provision. An illustrative schedule can be found in the school's Fee

policy. Bursaries can be applied for to support such provision, but are discretionary within the remit and terms of reference of the Wynstones' Bursaries Scheme.

If the recommendation from the Inclusion Manager is to provide additional support through Specialised Educational Provision (at an additional cost), any lack of uptake of this support or lack of funding for it by parent(s) / guardian(s) would jeopardize the Student's place at the School.

8.0 Wynstones' learning environment and designation

Promoting equal opportunities is fundamental to the aims and ethos of Wynstones. We welcome applications from all students for whom the learning environment of the School will support their development and wellbeing. Wynstones is an independent school offering a Steiner Waldorf education. It is not designated a 'special independent school' under section 41 of the [Children and Families Act 2014](#) and therefore whilst every effort will be taken to meet the individual needs of most students who require additional support, there will be some additional needs which will not be safe or practicable to be supported at the School.

9.0 Requests for admission outside the normal age group

In maintained (state-funded) schools, parents are entitled to request a place for their child outside of their normal age group. Wynstones will also consider such requests, and to take into consideration the Department for Education's [Advice on the admission of summer born children - For local authorities and school admission authorities](#) but note that, in general, the chronological and developmental focus to the Waldorf curriculum will suggest that it will be unusual for such requests to be granted.

Decisions on requests for admission outside the normal age group will be made on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of:

- Parents' views
- Information about the child's academic, social and emotional development
- Where relevant, their medical history and the views of a medical professional
- Whether they have previously been educated out of their normal age group
- Whether they may naturally have fallen into a lower age group if it were not for being born prematurely
- The Principal's and Vice Principal's views

Parents will always be informed of the reasons for any decision on the year group a child should be admitted to.

The historic consideration in some Steiner Waldorf schools of 'Class 1 readiness' is not adopted by Wynstones, in the usual sense, in order to hold children back from formal schooling for a period of time. Rather, Class 1 adaptation is focused on meeting the needs of the children and supporting them to access the experience of Class 1.

10.0 Enquiries and visits

All families who request a prospectus or enquire about entrance to the School are encouraged to visit, either on an Open Morning or for an individual tour. Many families visit the School a number of times before deciding whether to register. They will normally have met the relevant Phase Lead and Director

of Finance and Resources, Principal, Inclusion Manager and one or more teachers, as well as touring the School before they formally register.

11.0 Registration

In order to reserve a place in the School, a completed Registration Form is sent in with any required supplementary documentation, the appropriate registration fee (non-refundable) and a copy of the child's passport and birth certificate (or just birth certificate if the child does not hold a passport). A place is secured on acceptance of the School's offer letter and signing of the Parent(s) / Guardian(s) Contract.

12.0 Criteria for admission

Admission to Wynstones will depend upon the availability of a place in the appropriate year group. Admission is conditional upon acceptance of the School's Terms and Conditions, which we reserve the right to vary at a term's notice.

Details of the Terms and Conditions of Acceptance of a place at Wynstones, including the School's duties, are contained in the Registration Form and Parent(s) / Guardian(s) Contract. All new Students joining Wynstones will be required to undertake the sensory-motor developmental assessment to inform their Individual Learning Plans.

The Principal (as Chair of the Admissions Panel) will make the final decision over entry having taken into consideration all the criteria for admission, including evidence that a Student will be able to access the School's curriculum safely (including with any reasonable adjustments) as informed by any relevant Risk Assessments.

Procedures and conditions for the award of Bursaries are given in the relevant application forms.

13.0 Offer and acceptance

Where a candidate is successful, a letter is sent offering a place in the School; this offer must then formally be accepted via signature (by all relevant parties) and by return of the signed Parent(s) / Guardian(s) Contract. Appropriate joining literature is sent out prior to the term of admission as part of the School's **Induction Process**.

At all ages, and prior to a major key stage change, parents will be advised by the School as to whether their child's educational needs can be met within the School's learning environment and designation. If it is felt that Wynstones can no longer provide for the holistic educational needs of the child, then parents will be given every support and advice in seeking an alternative educational establishment for their child.

14.0 Notice of leaving

A full term's notice, in writing (hard copy) to the Principal, is required of parents' intention to remove a Student; otherwise a term's fees in lieu of notice will be payable.

15.0 Age-related variations

Rising	4	5	6	7	8	9	10	11	12	13	14	15	16
Class	KG	KG	KG	1	2	3	4	5	6	7	8	9	10
Year	N	R	1	2	3	4	5	6	7	8	9	10	11
Stage	Foundation		KS1		KS2			KS3			KS4		
School	Kindergarten			Lower School				Middle School			Upper School		
Phase	Early Years		Primary					Secondary					
From	Provision from September 2021								Provision from September 2022				

Kindergarten – Year N

Students may be either part-time or full-time; at least two sessions a week is essential initially. The number of sessions that a Student attends may be increased as and when the teacher and parents feel the child is ready. Students will be assessed informally by their teachers in the first term of their joining the School.

Families of prospective year N Students will meet the KG Lead and Principal.

Kindergarten Years R and 1, and Lower School

All Students are expected to be full-time in these classes. Students entering Kindergarten will be assessed informally by their teachers in the first week of joining the School.

All Students entering Lower School will be required to sit admissions assessments and submit their latest school report prior to a place being offered. All prospective Students will also be encouraged to come for a taster day (during which the entry tests can be invigilated).

All Students' progress will be reviewed annually and parents will be informed as explained in the School's Assessment Policy.

Adjustments to the teams welcoming Students may be made for students and families applying for a place for September 2021.

16.0 Complaints

If you are not satisfied with the School's admission process or the decision that we reach, you should put your complaint in writing to the Inclusion Manager within five days of the date of our admissions decision. The complaint will then be dealt with in accordance with the Complaints Procedure, a copy of which is available on our website. In the event of the complaint not being resolved you, are entitled to contact the Alternative Dispute Resolution for Consumer Disputes (Competent Authorities and Information). A list of ADR providers can be found [here](#).

17.0 Links with other school policies and practices

This policy links with several school policies including:

- **W025 SEND Policy and Information Report (Core Offer)**
- **W057 SEND Information Report (Core Offer)**
- **W001 Accessibility Policy and Plan**