



Admissions Policy



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Headteacher

Date: 01/09/2024

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Date: 01/09/2024



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Statement of intent

A student's education is one of the most important parts of their life, and at Dovecote School we endeavour to ensure all students have access to a robust and well-rounded curriculum. This policy outlines the school's procedures for admissions. The process is fair and in-keeping with the school's obligations under the Equality Act 2010 and the Education Act 1996. The school promises to provide all admitted students with a safe environment to learn and develop.



1. Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998
- DfE (2021) 'School Admissions Code'
- The Education (Independent School Standards) Regulations 2014
- The Education (Student Registration) (England) Regulations 2006
- Robert Long (2019) 'Independent Schools (England) (Briefing Paper)'
- DfE (2014) 'The Independent Schools Standards'
- DfE (2023) 'School Admission Appeals Code'

1.2. This policy operates in conjunction with the following school policies:

- **Attendance and Absence Policy**
- **Equal Opportunities Policy**
- **Data Protection Policy**
- **Complaints policy**

2. Roles and responsibilities

- 2.1. The school is the admissions authority and is responsible for establishing fair admissions arrangements for potential students which are in line with the Equality Act 2010.
- 2.2. The **CEO** and **headteacher** will collaborate to agree on set admissions arrangements for the school.
- 2.3. The **headteacher** is responsible for establishing the admissions arrangements for the school within this policy.
- 2.4. The **headteacher** will ensure this policy is approved by the **CEO** before being circulated to key stakeholders.
- 2.5. The school will ensure all provisions are fair and do not discriminate against any protected characteristic.



- 2.6. The school will ensure any appeals made on the grounds of discrimination against disability will be handled by a tribunal.

3. Admissions procedure

Dovecote School is able to meet the needs of 5- 18 years old students who have a range of Special Educational Needs (SEN) and have an EHCP in place. The range of needs that our students present with includes ASC, ADHD, OCD, Dyslexia, PDA, processing and communication difficulties. Some have associated learning and mental health difficulties and many of our young people may previously have encountered negative educational experiences, and consequently lack confidence in their own abilities.

3.1 Parents are welcome to direct contact to the Assessment, Referral and Transition Lead (Daisy John) to discuss their child or young person's specific needs and to learn more about Dovecote School. Parent/carers are welcome to book onto one of our Open Evenings or Open Mornings to visit the school and see what we could offer.

3.2 All applications to the school will be made via the local authority. The local Authority has responsibility for providing all supporting documentation when consulting with Dovecote School. Parents can express a preference for their child to attend Dovecote School during the EHC needs assessment or annual review processes.

3.3 In considering a placement, Dovecote School will review all relevant paperwork and make arrangements to speak with the parents, liaise with current school/alternative provision/tutoring and arrange via TEAMS and to complete an observation and for the parents and child to visit the school. If our Senior Leadership Group feel that the school could meet the needs of the child, the Assessment, Referral and Transition Lead will inform the parents and local authority.

3.4 A start date can be agreed in consultation with the local authority.

3.5 Students who have placements at Dovecote School have the support of an Education Health Care Plan (EHC).

3.6 The **Parent pack** will be completed by parents and submitted to the school prior to the student's start date.

3.7 Any questions regarding the form or the admissions process in general will be answered by the **headteacher or the Assessment, Referral and Transition Lead (Daisy John)**

3.8 For students who are new to the school, there is a Transition Plan which features a Transition Evening, Transition Meeting and Transition sessions. Upon coming on roll, a 6 week review takes place around how the student has settled, agreeing individual learning focus, health needs and ensuring that the transition for the students is as successful as possible

3.9 The school will ensure students with SEND are supported where possible and the school will not use a student's SEND as a reason to not admit the child.

4. The admissions register



- 4.1. The school will keep up-to-date admissions register of students in attendance at the school.

5. Monitoring and review

- 5.1. This policy will be updated **annually** by the **headteacher**.
- 5.2. All changes to the policy will be communicated with all relevant stakeholders.
- 5.3. The next review date for this policy is 1st July 2025.

Written by Sian Gage (SENCO) and Daisy John (ADMISSIONS)