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**The**

**Lloyd Williamson**

 **Schools Foundation**

**Admissions Policy**

**Updated: August 2025**
**Next Review: November 2026**

Table of Contents

[**1. Introduction** 2](#_Toc208303350)

[**2. Admissions to Reception** 2](#_Toc208303351)

[**3. Admissions to Other Year Groups** 3](#_Toc208303352)

[**4. Admissions for Pupils with Special Educational Needs (SEN)** 3](#_Toc208303353)

[**5. Identification of SEN Post-Admission** 3](#_Toc208303354)

[**6. Pupils with English as an Additional Language (EAL)** 4](#_Toc208303355)

[**7. Safeguarding and Welfare** 4](#_Toc208303356)

[**8. Appeals and Complaints** 4](#_Toc208303357)

[**9. Review and Monitoring** 4](#_Toc208303358)

# **1. Introduction**

Lloyd Williamson Schools Foundation is an academically non-selective independent school in London. We welcome applications from all families, regardless of background, ethnicity, religion, gender, or ability. We are committed to promoting equality of opportunity in line with the **Equality Act 2010**, and to ensuring that our admissions procedures are fair, transparent, and consistent.

This policy complies with the **Independent School Standards Regulations (ISSR)**, particularly Part 3 (Welfare, health and safety of pupils) and Part 6 (Provision of information). It also reflects statutory duties under the **Children and Families Act 2014**, **Data Protection Act 2018**, **Children Act 1989**, and **Keeping Children Safe in Education (KCSIE 2025)**.

All admissions decisions are taken with the best interests of the child at the centre, with due regard for safeguarding responsibilities, and in consultation with parents.

# **2. Admissions to Reception**

Admission to Reception is offered on a **first-come, first-served basis**.

Priority is given to:

* + Children attending our nursery.
	+ Siblings of current pupils.

Parents are encouraged to visit the school and meet with staff before applying, so they have a full understanding of the school’s ethos and provision.

Applications are recorded in the Admissions Register, in line with statutory requirements. Once an offer is made, parents are expected to confirm acceptance within the timeframe stated in the offer letter and to complete the deposit and signed Terms & Conditions.

The school is committed to treating all Reception applicants fairly and without discrimination.

# **3. Admissions to Other Year Groups**

Parents should contact the School Office to arrange a visit. An application pack is available via the school website or upon request.

Children are invited to a ‘try-out’ day, where they join their prospective class. During this day, staff observe the child’s engagement with learning, peer interaction, and behaviour. Feedback is recorded and shared with the Headteacher.

Admissions decisions are made by the Headteacher, in consultation with relevant teaching staff.

Factors considered include:

* The child’s ability to access the curriculum.
* Social and emotional adjustment.
* Feedback from current or previous schools (sought as part of the safeguarding process).

A formal offer is subject to:

* Receipt of deposit.
* Signed Terms and Conditions contract.
* Confirmation of place on the Admissions Register.

# **4. Admissions for Pupils with Special Educational Needs (SEN)**

The school welcomes applications from pupils with identified SEN and/or an **Education, Health and Care Plan (EHCP)**.

Parents are required to share all relevant documentation (e.g., EHCP, recent assessments, professional reports). This allows the school to:

* Assess the child’s needs thoroughly.
* Determine whether appropriate support can be provided.
* Engage in dialogue with parents and the local authority (if applicable).
* Plan reasonable adjustments to enable access to learning.

The school is committed to inclusion and will not refuse admission to a child with SEN or disability if reasonable adjustments can be made.

Additional costs may apply for specialist provision such as:

* One-to-one support staff.
* External therapies (e.g., speech therapy, occupational therapy).
* Specialised resources or equipment.

Where parents provide their own support staff, the following apply:

* Safer Recruitment checks must be completed by the school.
* Staff must be interviewed and approved by the school.
* Staff must adhere to all school policies and safeguarding training.

# **5. Identification of SEN Post-Admission**

If SEN is identified after admission, the school will:

* Meet with parents to discuss concerns.
* Follow the **graduated approach (Assess – Plan – Do – Review)**.
* Involve the SENCo in drawing up an Individual Education Plan (IEP) or equivalent support plan.
* Recommend external assessments if required.
* Keep parents informed and involved in decision-making.

Additional costs may apply where external professionals are engaged or additional resources are required.

# **6. Pupils with English as an Additional Language (EAL)**

On admission, the school will assess the child’s level of English proficiency. Support may include:

* Differentiated teaching within the classroom.
* Targeted in-class support.
* Specialist English language tuition.

Progress is monitored regularly against the school’s assessment frameworks, and parents are kept updated. Where necessary, external support may be sought in consultation with parents.

# **7. Safeguarding and Welfare**

Safeguarding is paramount in all admissions decisions. The school complies with the **Children Act 1989**, **KCSIE 2025**, and **Working Together to Safeguard Children (2023)**.

As part of the admissions process:

* Previous school references and records are requested.
* Any safeguarding concerns are referred to the Designated Safeguarding Lead (DSL).
* Staff involved in admissions are trained in safeguarding.

The welfare of the child is the first consideration in all admissions decisions.

# **8. Appeals and Complaints**

Parents who wish to appeal an admissions decision may do so in writing to the Headteacher.

Appeals will be considered promptly and fairly.

If the matter is unresolved, parents may escalate to the Director of Operations or board of Trustees. The school’s **Complaints Policy** (available on the website) sets out clear procedures, including:

* Written acknowledgement within 5 working days.
* A formal response within 20 working days where possible.

# **9. Review and Monitoring**

This policy is reviewed annually by the Headteacher and Director of Operations. The review takes account of:

* Changes in legislation.
* Updated ISI guidance.
* Outcomes of admissions (e.g., diversity, retention, parent feedback).

Monitoring ensures that admissions processes remain transparent, inclusive, and consistent.