Admissions Policy

1. Policy Statement

Lincoln Minster School is committed to a fair, transparent, and inclusive admissions process that reflects our values as a United Learning school. This policy complies with the *Equality Act 2010*, the *Education (Independent School Standards) Regulations 2014*, the *Children and Families Act 2014 (SEND Code of Practice)* and is informed by the *SEND Code of Practice 0-25 years (last updated 2024).*

2. Aims

- Ensure a clear, fair process for admissions.
- Support equal opportunities and inclusion.
- Comply with statutory and regulatory requirements.
- Inform parents of the admissions process and criteria.

3. Admissions Criteria

Admission is subject to availability of places and the school's ability to meet the needs of the child. Criteria may include:

- Academic suitability (assessed through entrance tests/interviews as appropriate).
- Behaviour and attitude aligned with school values.
- Space in the relevant year group or boarding house.

Priority may be given to:

- Siblings of current pupils.
- Children of staff or alumni.
- Pupils transferring from another United Learning school.
- Pupil with high ability commensurate with the award of a Scholarship or Headmaster's Award. Please see the 'Scholarships & Bursaries' section of our website or contact Admissions for further details of these.

4. Admission of Pupils with EAL

We welcome pupils with English as an Additional Language (EAL). We will make reasonable adjustments to support access to our education and co-curricular offer.

5. Admission of Pupils with SEND

The school is committed to promoting equality, diversity and inclusion, and adheres to its legal obligations under the Equality Act 2010. We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and assess each application individually, considering both the specific needs of the applicant and the school's capacity to make reasonable adjustments. In line with statutory guidance, we aim to ensure that no child is placed at a substantial disadvantage in the admissions process due to their disability or diagnosed learning need/s and the school uses its best endeavours to provide the appropriate support.

To support a fair and informed admissions process, it is essential that parents/carers provide full and transparent disclosure of any known or suspected SEND at the point of application using our *SEND Admissions Form*. This should include up-to-date professional assessments, medical reports, including referrals and documentation under the neurodiverse pathway, educational psychologist evaluations, any existing Education, Health and Care Plans (EHCPs) and IEPs.

The *SEND Code of Practice* emphasises the importance of early identification and collaborative planning to meet the needs of children and young people effectively. Accurate and timely documentation enables the school to assess whether it can meet the applicant's needs and to plan for any reasonable adjustments or additional support required, under the *Equality Act (2010)*. Where necessary, the school may request further information or consult with external professionals to ensure a thorough and informed decision. Failure to provide relevant information may affect the school's ability to support the pupil appropriately and could impact the outcome of the application, including withdrawing a pupil.

Although Independent settings are not required to comply with the *SEND Code of Practice: 0 to 25 years*, we see this as best practice and use our best endeavours to implement the school's chapter.

As part of the admissions process typically involves an entry assessment, it is important to note and evidence if a pupil has previously had additional exam access arrangements and this is the pupil's normal way of working, based on evidence of need. This information and previous history of need will then be taken into consideration on whether this is awarded in the entry test. The school is obliged to follow statutory exam criteria via the Joint council for qualifications (JCQ), which stipulates the SENDCo has the final decision on awarding any exam concessions.

Please read our additional policy on SEND financial charging prior to submitting an admission.

6. Application Process

In the application process we value transparency and partnership with families, and we encourage open dialogue about any concerns regarding your child's development or learning needs. Failure to disclose known relevant information may affect the school's ability to provide appropriate support and could impact the offer of a place.

1. Enquiry and visit.

2. Submission of relevant admissions forms and fee.
    - School Admissions Form
    - SEND Admissions form (if applicable)
    - Developmental Milestones Admissions Form (for pupils entering Reception)

3. Assessment or interview (where required).

4. Offer of place or explanation of outcome.

5. Confirmation and acceptance with signed agreement and deposit.

Please note that your child's current school will also be asked to complete an Admissions Reference Form as part of the process. The school is committed to keeping parents informed throughout the process.

7. Oversubscription

In the event of oversubscription, applications will be ranked according to the admissions criteria and any relevant waiting lists. The school maintains the right to operate a first-come, first-served basis where no other prioritisation applies.

8. EYFS Admissions

Admissions to Early Years Foundation Stage (EYFS) follow the same inclusive approach. We ensure all legal and welfare requirements under the EYFS statutory framework are met.

9. International Pupils

Where applicable, the school ensures that non-UK pupils have the right to study in the UK and complies with UKVI (UK Visas and Immigration) sponsor duties.

10. Admissions Register

"Lincoln Minster School is committed to ensuring that the admissions register is maintained in accordance with *The School Attendance (Pupil Registration) (England) Regulations 2024*."

From the beginning of the first day on which the school has agreed or been informed that the pupil will attend the school, an entry will be made in the school's admissions register.

The school will collect and retain the following data:

- Full name
- Name that pupil uses at school
- Sex (recorded as birth sex unless a gender recognition certificate is obtained)
- Address

- The full name and address of each of the pupil's parents
- which of the pupil's parents, if any, the pupil normally lives with and at least one telephone number that each such parent can be contacted with in an emergency
- Date of birth
- Date of admission
- Name/address of previous school
- Whether the pupil is a boarder or day pupil

The preservation of the school's admissions register, and amendments to, and deletions from, the register are regulated and will occur in line with the relevant regulations in *The School Attendance (Pupil Registration) (England) Regulations 2024*. In line with these regulations and the statutory guidance in *Working together to improve School Attendance (2024)*, the school will also notify the Local Authority when the school adds or deletes a pupil from the admissions register at non-standard transition times.

11. Appeals and Complaints

If a parent wishes to appeal an admissions decision, they should follow the school's Complaints Policy, available on request or via the school website.

12. Review

This policy is reviewed annually or sooner if regulatory guidance changes. It is approved by the Headteacher and Governing Body.

Template Owner	Operations Business Partner – Independent Schools
Department responsible	School Improvement Teams
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
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