



ADMISSIONS POLICY

Ayscoughfee Hall School is a co-educational independent school for pupils from ages 3 to 11. Deciding on the right school for your child is very important and we believe that a personal visit is invaluable. To facilitate this, we offer personalised tours of the school with the Headteacher for you and your child(ren), to enable you to see for yourself the facilities and education on offer and provide you with the opportunity to discuss the needs of your individual child(ren). Please contact the school's Bursar, Mrs Emma Gibson, on 01775 724733 or email egibson@ahs.me.uk to arrange a visit.

Registering for a Place

Registration is encouraged at the earliest opportunity to ensure a place. There is a non-refundable registration fee required with the registration form to secure a place. Where classes are full, the school operates a waiting list. If a space becomes available, the place will be offered to the first registered on the waiting list. However, children will be given priority on the list if there are siblings currently at the school (or who will be joining the school in the year of entry). Terms and conditions are available on request and are also shown on each fees invoice.

There is no catchment area for the school and applications are welcomed from pupils with a diverse range of backgrounds. We are mindful of our obligations under the Equality Act 2010 during the admission process.

Admissions Principles

The school will:

- Apply admissions procedures fairly, consistently and transparently.
- Ensure that no applicant is disadvantaged because of a protected characteristic.
- Make reasonable adjustments where appropriate to enable disabled applicants to participate fully in the admissions process.
- Consider individual circumstances on a case-by-case basis.
- Promote equality of opportunity for all prospective pupils.

Ayscoughfee Hall School is committed to promoting equality, diversity and inclusion and to ensuring that all pupils, parents, carers and prospective families are treated fairly, with dignity and respect. Admissions decisions will be made without unlawful discrimination on any protected characteristic as defined by the Equality Act 2010, including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity. The school welcomes applications from families from diverse backgrounds and seeks to create an inclusive community where everyone feels valued and respected. The school welcomes children with disabilities. Whilst some areas of the historic school site may present accessibility challenges, Ayscoughfee Hall School is committed to making reasonable adjustments and providing alternative arrangements wherever possible to ensure pupils can access the curriculum, educational opportunities and wider aspects of school life. The school welcomes applications from pupils for whom English is an Additional Language (EAL). Where appropriate, the admissions process will identify any additional support required to enable the child to access learning and participate fully in school life.

Information Sharing

We require parents to inform the school at the outset of the application process about any needs which their child may have or any other significant matters which the school should reasonably be aware of because, for example, it would necessitate tailored provision and/or would materially impact on their child's attendance at school and/or ability to engage in day-to-day school life. The school may wish to discuss these matters with the parents and/or require some further information.

Parents must ensure that information provided is accurate, complete and not misleading and relevant details and information (or changes to them) are shared in a timely and transparent manner.

A failure to disclose relevant information and/or the provision of inaccurate, incomplete or misleading information may - in some cases - lead to the withdrawal of an offer or termination of the school's Parent Contract.

Special Educational Needs

Ayscoughfee Hall School does not unlawfully discriminate in any way regarding entry. The school welcomes pupils with disabilities and/or special educational needs, provided we can reasonably offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn. The school's starting point is always to consider what reasonable adjustments, support strategies and inclusive practices can be implemented to enable a child with SEND and/or a disability to access the education and opportunities offered at Ayscoughfee Hall School.

Our policy is to apply our admission criteria to all potential pupils. We require parents of children with special educational needs, disabilities or allergies (suspected and diagnosed) to discuss their child's needs with the school at the outset of the admissions process so that we can consider and make – to the extent reasonable – appropriate provision for them.

Parents are required to provide with the Registration Form full details of all relevant information about their child, including any reports (including any educational psychologist reports, medical reports or assessments or other relevant expert third party reports), materials or information about their child's needs (educational, health or otherwise), and this may include any final or draft EHC needs assessments (or applications for a needs assessment) or final or draft EHC Plans (or applications for an EHC Plan). This is so that the school can assess their child's needs and consult with parents about any adjustments which can reasonably be made and so that the school can ensure, for example, that their child will be able to meaningfully access the education offered and that we are able to ensure their health and safety, and the health and safety of others. This information should be provided prior to the admissions assessment process.

Where parents of a prospective pupil feel their child requires adjustments (in respect of the admissions process and/or with regards to education at school and participation in school life in the event they are offered and take up a place at the School), parents should raise these with the school at the outset and the school may – depending on the circumstances - require some further information from parents or request further assessments in respect of the needs identified and will discuss with parents (and their child's medical advisers, if appropriate) the adjustments proposed and whether they can reasonably be made for the child if they were to become a pupil at the school.

Decisions relating to SEND and disability admissions will be evidence-based, objective and compliant with the Equality Act 2010, with each application considered on its individual merits. There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, despite reasonable adjustments (in the case of disability), we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required.

Sometimes, the situation of pupils with disabilities and/or special educational needs changes between an offer of a place being made and the pupil starting at the school. The school requires parents to be pro-active in updating the school as to any changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect a pupil's place at the school. However, the school may, in exceptional circumstances, need to reconsider the offer of a place if a pupil's circumstances change materially. It is in the pupil's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming and transparent in their communications with the school about any material change to their child's circumstances.

In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the school and that the school is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision.

Parents are advised that normal school fees do not cover the supply of one-to-one provision for a child or additional classroom support above and beyond what is usual for all children in the class. Should this be required, additional costs may be incurred by parents if they wish their child to enter/remain at the school. Similarly, top up fees for an EHCP may be required if the school is unable to meet the requirements of the EHCP within the budget allocated by the local authority.

Should a child require particular SEND assessments (for example for dyslexia screening) any associated costs must be met by the parents of the child.

Entry into School

Children entering Kindergarten have taster sessions at the school in the term before they begin where they participate in class activities and play to give the teacher an idea of their various abilities and help ensure we can meet their needs. Any problems highlighted during this visit will be discussed between the Headteacher, Class Teacher and parents in order to ensure that Ayscoughfee can make the best possible provision for their child's education. Children generally enter Kindergarten in September following their third birthday.

Entry to the school for older children can be at any time during the year if a place is available in the particular class. No entrance examination exists, but prior to being offered a place, the child will typically come to the school for a "taster" day where they will join the class. This helps to ensure that the child is comfortable with the school and that the school can meet the child's needs. During the taster day, informal Maths and English assessments may be carried out. Additional taster day(s) may be requested by the school or parents if deemed necessary.

The school must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential so that there is every chance that the pupil will have a happy, complete and successful time at the school.

Prior to a child starting at Ayscoughfee Hall School, parents must complete and sign a registration form/contract and other forms that provide the school with important personal details relating to the child.

Early Years Entitlements Funding EYEF

Ayscoughfee Hall School are in receipt of EYEF for 3- and 4-year-olds. All our 3- and 4-year-olds are entitled to the 'Universal' 15 funded hours during term time; this is available from the term following your child's third birthday until the end of the funding period in which they celebrate their 5th birthday.

Ayscoughfee Hall School is usually open for 34 weeks of the year and 'Universal' funded hours normally equate to approximately 510 hours. Each child's maximum free entitlement is 570 hours per year. The school does not offer the 'Extended' 30 hours a week.

The school allocates a maximum of 15 funded hours per week to the afternoon sessions. The afternoon sessions are fixed, Monday to Friday 12.20pm to 3.20pm. There are 17.5 unfunded hours per week that will be addressed by charging tuition fees for the morning attendance. This is based on your child attending their full sessions which we do advise but are mindful that every child is an individual and may require more time to settle into the school and their new routine. It is important that child, parent and school are happy before a child attends their full sessions so, please do keep talking to our Early Years staff. Parents should refer to the registration form for further details on fees or speak to the school Bursar who will be happy to explain in more detail about EYE Funding and Fees.

To access the EYE funding, you must complete an EYEF Parental Declaration Form provided to you by the school on registration of your child. The completed form must be returned to the school along with evidence of your child's date of birth in the form of a birth certificate or passport.

Exclusions

At all times we endeavour to liaise closely with parents regarding pupils' behaviour, however, should it be necessary, the Headteacher and Board of Governors reserve the right to temporarily or permanently exclude any pupil whose conduct is deemed to be unacceptable. Permanent exclusions would be reported to the LEA. For further information on exclusion please refer to the school's Exclusions Policy.

Complaints

The school's complaints procedure is on the school's website and can be sent to prospective parents on request. The complaints procedure is not available for use by prospective parents. Any concerns relating to equality, discrimination, accessibility or inclusion during the admissions process may be raised through the school's Complaints Procedure and will be investigated in accordance with the Equality, Diversity and Inclusion Policy.

Records and Review

Applicant's details will be held on file with due regard to data protection legislation. Please see the school's Privacy Notice for further information about how the school collects, uses and processes personal data.

This Policy should be read in conjunction with policies on:-

- **Exclusion Policy**
- **Equality, Diversity and Inclusion Policy**
- **Behaviour Policy**
- **Parental Complaints Policy**

This policy was approved by the Governing Body on 23rd March 2026

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

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