



Fostering curious, compassionate and joyful children who have a passion for learning and the courage and skills to shape a humane and sustainable world.

ADMISSIONS AND INDUCTION POLICY

Statement of Intent

Lewes New School is an independent primary school and nursery which accepts children from 3-11 years.

Our school offers a human-centred approach where children can feel safe and be themselves, and where relationships are valued and nurtured in a culture of mutual respect. It plays an active role in supporting the wellbeing of every child. The school believes it is the responsibility of all members of the school community, including children, staff and parents/carers, to uphold this culture, and to work towards ensuring that we can all learn together in a safe environment free from fear.

The school is committed to equality of opportunity for all, regardless of race, ethnicity, religion, sexual orientation or social background. Our aim is to encourage applications from families with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for a diverse world.

This policy should be read in conjunction with related policies, including the *Equality Policy*, *Special Educational Needs Policy*, *Bursary Policy* and *Registration, Fees and Deposits Policy*.

1. Finding out about the school

Key aspects of our practice involve working in partnership with parents and developing a strong community founded on principles of effective communication. The school ensures clear information about our ethos and approach is available to prospective parents on the school website.

We hold Open Mornings each half term for families who are interested in finding out more. Dates of our Open Mornings are available on our website. Families are asked to contact the school office to reserve a space. We try to ensure Open Mornings are small and intimate to reflect the ethos of the school and ensure all families attending have an opportunity to meet personally with the Head Teacher.

Parents are welcome to attend the Open Mornings with or without their child/ren.

If you are unable to attend an Open Morning please contact the school office who will be happy to arrange an alternative time to visit the school and meet with the Head.

Once their child/ren are enrolled at the school, parents are encouraged to attend class and curriculum meetings, training in Effective Communication and community events and meetings, to ensure they develop their understanding of our ethos and approach.

2. Admission to the School

The school currently has four classes:

Foundation	Nursery and Reception
Early Years	Years 1 and 2
Middle Years	Years 3 and 4
Later Years	Years 5 and 6

The school may choose to change the class structure at the start of any academic year, to ensure the needs of the children are best met.

The main date of entry to the school is the first day of the Autumn Term, with the exception of the Nursery (see Section 2.1 below). Applications for other year groups may be considered at other points of the year if spaces are available.

With the exception of the nursery, there is a maximum of 12 children per year group with one teacher and one TA per class.

2.1 Admission to the Nursery

The nursery is registered for a maximum of 16 children attending any session. There is always one teacher and one or two Teaching Assistants.

Families are asked to enroll their child for a minimum of three sessions per week, preferably building up to five sessions in consultation with the teacher.

Children are admitted to the nursery from three years old if parents are confident that:

- They are ready to leave the home environment
- They no longer require nappies during the day (except with prior agreement from the school)

In consultation with the teacher, parents are welcome to stay with their child for a settling-in period.

The school will avoid starting a large group of children on the same day and at busy times start dates may be staggered over a period of two weeks.

2.1 Admission criteria

Where the number of applicants of a particular year group exceeds the number of places available, priority will be granted in the following order:

1. Applicants for the nursery who intend to remain at the primary school (and have paid the necessary registration fee and deposit).
2. Applicants whose parents are employed by the school (note that employees will be required to pay a deposit to secure a place for their child/ren).
3. Applicants with siblings already in the school (note that existing families will be required to pay a deposit to secure a place for younger siblings).
4. Special circumstances: where the school is named in the statement of a child's special educational needs)
5. Gender: the school aims to provide a balanced ratio of boys and girls (of no greater than 4:2) where possible.
6. Other applicants, in order of date received.

2.2 Bursaries

The school offers a small number of means-tested bursaries in certain year groups. Please see the **Bursary Policy** for more details.

2.3 Admissions procedure: Nursery and Reception

1. Parents/ families attend an Open Morning and/or meet the Head Teacher and tour the school.
2. In the event that a parent has reason to believe a child has additional support needs, the parent must request a meeting with the Head to discuss these needs. If the Head is in any doubt as to whether the school is able to provide appropriately for a prospective student's needs at this time, the Admissions Panel will make a decision (*see Section 2.6 below*).
3. Children are invited to attend a Taster Day (*see Section 2.5 below*).
4. Where information and reports about the child from previous nurseries and/or other professionals are available, these should be collected by the parents and provided to the school.
5. Parents complete and sign a Registration Form for each child, and pay Registration Fees and Deposits as outlined in the relevant policy.

6. Parents complete the school's Medical and Consent Form, including emergency contact details.
7. The school sends a letter of acceptance with a welcome pack including the Parents' Handbook.

2.4 Admissions procedure: later than Reception September intake

1. If a child is joining later than the usual Reception intake, they are required to attend a series of Taster Days (*see section 2.5 below*)
2. Following the Taster Days, the Head or Class Teacher will be available to meet with parents to discuss their perceptions of the visit.
3. Information and reports about the child from previous schools and other professionals should be collected by the parents and provided to the school.
4. The Admissions Panel meets to decide whether or not the school is able to offer a place at this time (*see Section 2.6 below*).
5. Parents complete and sign a Registration Form for each child, and pay Registration Fees and Deposits as outlined in the relevant policy.
6. Parents complete the school's Medical and Consent Form, including emergency contact details.
7. The school sends a letter of acceptance with a welcome pack including the Parents' Handbook.
8. The child's start date will be decided by the school in consultation with the parents, and will take into account the needs of the family and child and wider school factors.

2.5 Taster Days

1. Prior to joining the school, all children are invited to attend a series of Taster Days. These days are optional for children joining on or before the Reception September intake, but are required for children joining at other times.
2. The purpose of these Taster Days is for the child to meet the class they will join and key adults, and get a feel for the school. It is also an opportunity for the class teacher to observe the child within the class setting.
3. The number of Taster Days are decided by the school (in consultation with parents). It is usual for a series of up to 3 Taster Days to be arranged, in order that the child can experience a range of class activities.
4. The start and finish time of each Taster Day are decided by the school, in consultation with the child's parents. Depending on activities planned it may be perceived to be in the best interests of the child or the class for the child to join the group later in the day, or for a half day.
5. Parents complete a Taster Day Essential Information Sheet prior to the first day to ensure the school is able to meet the child's immediate needs.
6. The school may request to see a child's previous school reports or other professional reports prior to the Taster Days.
7. The school reserves the right to request additional Taster Days if it is felt that more time or information is required.

2.6 Admissions Panel

1. The Admissions Panel is available to meet on Mondays on a weekly basis when necessary, to ensure decisions are made as promptly as possible.
2. The Panel comprises the Head (SENCO), Class Teacher, and a Teaching Assistant, and if the school considers it necessary, administrative staff and/or an SEN Consultant.
3. The Admissions Panel will decide whether the school is able to provide appropriately for a prospective student's needs at this time. Their decision will be based on the child's Taster Days, professional reports provided, dialogue with parents and the child, and wider school factors including the needs of other children in the class.
4. The decision of the Admissions Panel is final. Unfortunately, we are not able to accept appeals at this time.

3. Joining the school

We are committed to supporting the child and their family transition into school. We aim to work in dialogue with the child and their family to ensure the child's needs are met and the experience is positive.

We recognise that small things can make all the difference to a child feeling they belong in a new place. All children are provided with a peg, a drawer for their things and a book bag on arriving at the school.

We acknowledge that a successful transition into the school may take some time, and are committed to supporting the child and their family for as long as is required.

3.1 Induction Procedure for Children in Foundation Class

1. We have a flexible entry procedure for children in Foundation Class, and children are able to build up to full-time attendance at their own pace, in consultation with the class teacher. Note that full fees will be required throughout this period in order to retain the child's place.
2. It is a statutory requirement that all children are in fulltime education at the start of the term following their fifth birthday. All children are required to be attending fulltime at this point, unless by prior agreement with the Head.
3. Classroom practices will take into account the needs of new children to ensure the group bond appropriately and settle well.

3.2 Induction Procedure for children joining Years 1-6

1. All new children are assigned a 'key adult' to support them in their transition into school life. This may be (but is not necessarily) the class Teaching Assistant.
2. All new children are introduced to a 'buddy'. This will be a child within their class who has volunteered to spend some time getting to know the new child, answering their questions and showing them around the school.

3. Classroom practices will take into account the needs of new children to ensure the group bond appropriately and settle well.
4. Class Teachers work closely with parents to ensure continued support. They are available for brief ongoing 'check-ins' with parents after school and meet regularly with parents as required.

3.3 Induction Procedure for Parents

1. Class Reps are available to welcome new parents, introduce them to other parents, answer questions and offer a parent perspective.
2. All parents are invited to a 'Parent Info Session' within the first half term of the year, to meet the child's teacher and find out about the timetable and specific features of the curriculum.

4. Applications from Children with Additional/ Special Educational Needs

Applications are welcomed on behalf of all children. Decisions on admission of a student and assignment to a particular class are made by the school, taking into account the needs of the individual child, the likely impact on other children in the class, the balance of the class group and the resources available to the school.

Lewes New School will consider applications on behalf of children with physical impairments, medical needs and/ or special educational needs where it feels it is able to provide appropriately for that child's needs at this time. The school will do its best to make reasonable adjustments to accommodate their needs.

If we are not confident that we can provide the support necessary to meet the child's needs we regretfully reserve the right to refuse admission.

4.1 The school's resources

All pupils at Lewes New School have access to the support of our SENCO and/ or individual support, from time to time, on the basis of need. These services are funded from within normal tuition fees paid by all families.

Where we assess that an applicant's need for these services will be larger in magnitude or duration than we can reasonably provide from within the school's resources, we reserve the right to charge the actual cost of any exceptional provision in addition to normal tuition fees. Any professional input outside of the scope of the staff team will also be charged to the parent at actual cost.

Wherever possible, applicants will be informed of any additional charges before committing to the school.

For more information please see the school's ***Special Educational Needs Policy***.

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5. Complaints

If you are not satisfied that the school has been fair and transparent in following these Admissions and Induction procedures you should put your complaint in writing to the Chair of Governors (contact details available via the School Office) within five days of the date of your concern. The complaint will then be dealt with in accordance with the school's complaints procedure, a copy of which is available on our website.

6. INFORMATION

6.1 MONITORING THE EFFECTIVENESS OF THE POLICY

This policy will be reviewed and updated **bi-annually**.

6.2 PUBLICISING OUR POLICIES & PROCEDURES

Lewes New School makes its policies and procedures available on the school's website and in the school office.

Relevant policies are linked to the induction of all staff. Completion or review of all policies and procedures are communicated to all staff.