



## ADMISSIONS

This policy applies to all members of our school community including those in our Early Years setting.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Tranby – seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Attendance
- Behaviour
- Exclusions, Expulsions, and Removal
- Complaints
- Equal opportunities
- Curriculum
- Accessibility Plan

Admissions	
Reviewed by:	Mr Chris Wainman
Date of last review:	November 2025
Approved by:	Mr Paul Grimwood, Chair of LGB
Date of approval:	November 2025
Reason for changes:	Change of Headteacher
Next scheduled date for review:	September 2026

# United Learning – Independent Schools Admissions Policy

## Tranby – United Learning Independent School

### 1. Policy Statement

Tranby 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:

- Age. The applicant must be of the correct age band for the year group he/she proposes to enter unless alternative arrangements have been agreed with the School.
- Academic ability. For entry to Year 3 and above the applicant must attain the required standard in the entrance assessments for the appropriate year-group. This is measured by means of Literacy, Numeracy and Non-Verbal Reasoning assessments and, in the case of Year 7 entry, verbal reasoning. Those eligible for the offer of a place (if one is available) will have attained at least the national accepted average standard (90-110) in each of these tests.
- If an applicant falls slightly short of the above criteria, a place may still be offered, but at the discretion of the Head, and other criteria will apply. These may include further testing in Maths and English and character references.
- In the case of an applicant transferring to Tranby after the start of secondary education (i.e., above Year 7), the school may, at its discretion, require the first term of attendance to be on a probationary basis. During or at the conclusion of this time, the contract may be terminated by either party without penalty beyond fees already paid.
- Priority for places in the Senior School is given to the pupils in the Prep School. These pupils are not in competition for their places and transfer into the Senior School is assumed. Parents of pupils who are unlikely to thrive or be able to access the curriculum in the Senior School will be given due warning throughout KS2.

- Behaviour and attitude aligned with school values.
- In all cases entry will be subject to a satisfactory reference from the applicant's previous school.
- Financial assistance is limited both in terms of the amount and the number of UCST assisted places.

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 (only offered for Year 7, September entry). Please contact the Registrar for more information [admissions@ytranby.org.uk](mailto:admissions@ytranby.org.uk)

#### 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 is 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 and interview.
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. Admissions Register**

Tranby 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.

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.

## 10. Appeals and Complaints

If a parent wishes to appeal an admissions decision, write to the Headteacher within 20 school days of receiving the admissions decision setting out the reasons for the appeal. The Headteacher will consider the parent's submissions and will provide a final response in writing within 20 school days.

## 11. Review

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

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Department responsible	School Improvement Teams
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
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