



PRINCE'S MEAD

ADMISSIONS POLICY

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ADMISSIONS POLICY

Overview

Prince's Mead School is a co-educational independent day school for pupils aged 3 to 11. Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We very much hope that you and your child will visit Prince's Mead School. We usually hold Open Days in Autumn and Summer, which give a general introduction to the School; details are published on our website. We are also very happy to welcome prospective parents and their children at other times. Please contact the School's registrar, Emma Vincent on 01962 888000 or admissions@princesmeadschool.org.uk to arrange a visit.

The School is committed to the welfare and development of each individual child, so that they can achieve for themselves and make positive contributions to the school community and that of society. The school is proud of its following aims and values, as set out on our website.

Prince's Mead School aims to ensure that successful applicants will be those whose academic and other abilities match the ethos, values and standards of the School, and whose personal qualities suggest that they will benefit from the many opportunities that the School has to offer. Entry to Prince's Mead is dependent on this and the School's ability to meet the needs of the pupil and encourage the pupil's full potential. Successful applicants will have the opportunity to contribute fully and successfully to the School community.

Admissions Procedure

The usual points of entry are Nursery (age 3) and Reception (age 4); however, children may be admitted to the School at other times subject to availability and meeting assessment criteria.

The aim of the process is to identify potential. Prince's Mead School is looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.

Parents must have completed a Registration form and paid a remittance of £100, being a non-returnable Registration Fee before an assessment can be undertaken (or place offered). Registration does not reserve a place for a pupil; it means the pupil's name is placed on the appropriate admissions list.

All children applying for a place in Reception and above are required to attend a taster day before a place can be offered and confirmed. Following the visit, teachers pass assessment feedback to the Headmaster, who, in collaboration with the teacher(s) decides whether the child will be offered a place. The Headmaster will offer places when he is satisfied that the

school can realistically meet all of a child's needs, both academically and socially. No pupil will be refused entry on the grounds of race, ethnicity, religion or disability.

If there is concern that the school cannot meet the needs of the pupil, further discussion with the parents will take place. In these circumstances, a place may be offered after a further taster day. In cases where it is decided that the school cannot meet the needs of a pupil, then in the interests of the pupil, they will not be offered a place and a deposit is not requested (registration fees are retained).

If there is not a space available, the pupil will be placed on a waiting list and invited to a taster visit once a place becomes available.

Prince's Mead School reserves the right to withdraw the offer of a place if information becomes available that contravenes the criteria for admission. The offer of a place at Prince's Mead will be subject to any financial obligations being met by parents at any other ISC affiliated school. Written confirmation of this may be required from that school before any offer is made.

If, in the opinion of the school, a child is not flourishing (because of a previously known, but not disclosed by parents or guardians, learning or behavioural difficulty), an alternative educational experience may be suggested. If reasonably possible a term's notice would be given by the school.

Entry to Nursery:

A child may enter Nursery the day after their third birthday. Places in Nursery are offered in date order of registration but with priority given to siblings. Familiarisation sessions for your child are arranged nearer to the child's start date to ensure their transition is as smooth as possible.

Entry to Reception:

A child enters Reception from the September after their fourth birthday. Children registered to enter Reception in September will be asked to attend a taster session in the Autumn or Spring term prior to entry. During this visit, Early Years teachers will assess the pupil with current Nursery and Reception pupils the same age. A range of activities will be undertaken through informal play to assess fine and gross motor skill acquisition as well as social skills and behaviour. Children who are already attending Prince's Mead Nursery are given priority for Reception places. If it is considered that a current Nursery pupil will not thrive in Prince's Mead School, then the parents will be advised accordingly and the child will not be permitted to proceed into Reception.

As a result of a successful taster visit, the September place for Reception will be offered.

Entry to Year 1 and above:

Once a child has registered for a place at the school, they will be invited into school for an assessment day (or morning for those in Year 1 and 2). The pupil will follow the curriculum of that day within the age-related form and during the course of the day will engage in age-

appropriate academic activities, including mathematics and English, which will be assessed. The social skills and behaviour of all prospective pupils are observed and taken into consideration.

It is important that any particular learning difficulties already identified are made known to the school before the pupil visits and we will request to see any recent assessment data and educational psychologists' reports where appropriate. Further assessments may be carried out by the Learning Support team if it is thought that a child requires learning support.

Following a successful assessment day, the Registrar will contact the parents, usually within two days, to communicate feedback from staff and offer a place.

Equal Treatment

Our aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. We are mindful of our obligations under the Equality Act 2010 during the Admissions Process. This enriches our community and is vital in preparing our pupils for today's world. Prince's Mead School is committed to equal treatment for all, regardless of the candidate's sex, race, ethnicity, religion, disability, gender reassignment, sexual orientation or social background.

Religious Beliefs

Prince's Mead School welcomes applications from prospective pupils of all faiths and of no faith.

Special Educational Needs and Disability

We do not unlawfully discriminate in any way regarding entry and will do all that is reasonable to comply with our legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 to accommodate the needs of children with special educational needs or disabilities. We welcome pupils with special educational needs and/or disabilities, provided we can 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.

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 provide details of their child's requirements with the School at the outset of the admissions process so that we can make adequate provision for him / her.

If appropriate, parents should provide details of all relevant information, including any reports (including any educational psychologist reports, medical reports or other relevant third party reports), materials or information about their child's needs, and this may include any final or draft EHC Plans. 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.

We 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 he / she were to become a pupil at the school.

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, we may not be able to offer a place at the School.

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 significant 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 in their communications with the School about any material change to their child's circumstances.

English as an Additional Language (EAL)

We do not discriminate against the admission of pupils for whom English is an additional language, where their needs can be met within our school setting. Parents are asked to disclose home languages and offers may be conditional on joining an EAL support programme which will be at the parent's expense.

Sibling Policy

Most siblings join us at Prince's Mead School and we offer sibling priority for any waiting list. However, admission is not automatic and there may be occasions where the School judges that a sibling is likely to thrive better in a different academic environment.

Non-UK Passport Holders

It shall be the Parent's responsibility at all times to ensure that their child has the appropriate immigration permission to live in the United Kingdom and to study at this School. The Parents shall permit the School to take and retain copies of all documentation required to be kept by the School in order to comply with its duties, including, where necessary passport, visa, vignette and /or biometric resident permit of the child and Parents.

Bursaries

The School offers a limited number of means-tested bursaries annually to entrants at the usual points of entry, where those applicants have indicated that they require financial support. Bursaries are means-tested in accordance with the criteria published on the School's website from time to time. Both parents are required to provide proof of their income and assets. The level of support varies according to parental need. Full details are available from the Bursar.

Current parents who are experiencing genuine financial difficulties may apply for a bursary by completing a bursary form which is available from the Bursar. Parents will be required to provide detailed financial information of their income and assets and may be interviewed in relation to their application.

Bursaries are always offered for 12 months at a time. The family is required to provide fresh information about its circumstances for every year that their child attends the School. Levels of support may vary with fluctuations in income and wealth.

A bursary may be withdrawn in accordance with the terms upon which such award is made or otherwise in accordance with the School's Terms and Conditions.

Financial Information

Any applicant for a place at the School, including those who apply for bursary support and overseas applicants, may at the discretion of the School be required to provide additional financial information and/or undergo checks to confirm that they are able to pay the School's fees (or any percentage of the fees still payable if a bursary or scholarship is granted).

Exclusion

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School. Temporary or permanent exclusion is at the discretion of the Headmaster. Please refer to the school's Positive Behaviour Policy.

School's Terms and Conditions (Parent Contract)

The terms upon which the School educates each pupil are set out in the School's terms and conditions which will be made available to parents as part of the admissions process.

Complaints

We welcome feedback but the School's Complaints Procedure is not available for use by prospective parents.

Records and Review

Applicants' 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.

The School will not hold the personal data of you or your child for longer than is necessary for a lawful purpose and in accordance with our Retention of Records Policy.

Mid-year pupil leavers

Please refer to Appendix 2 in the Attendance policy