



Admissions Policy

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Staff member responsible:	Mark Loveday
Role:	Headmaster
Revised On:	Sept 2025
Ratified by governing board:	18 th December 2025
Review Due:	Sept 2026

ADMISSIONS

Rationale

Frewen College is committed to empowering children (for the purposes of this policy, child/children means a student of whatever age admitted by the School, including those 18 or over) with dyslexia and associated specific learning difficulties to succeed both academically and socially, and to transform their futures.

The School provides expertise and provision for the support of children aged from seven years old who are within or above the average range of intelligence but may struggle academically or socially because of dyslexia and associated Specific Learning Difficulties.

Frewen College is a unique educational provision, and it cannot provide the optimum learning environment for all children. As such, our Admissions Process is comprehensive and structured to realise as much information as possible, in order that we ensure that placements in the school are offered to children who will benefit most from the provision.

Thus, Frewen College's Admissions process is designed to support the parents or guardians of prospective students, and the School's staff, to understand as fully as possible the profile of the child's academic, social, physical and pastoral skill-strengths and weaknesses, and the appropriateness of the school's provision.

The School's economic situation will not alter its stance on admissions.

Purpose

Frewen College's Admissions arrangements seek to:

1. ensure only those children and young people whose needs can be properly met are admitted to the School;
2. ensure only those children and young people who would benefit from, and would fit into, our evolving community are admitted;
3. ensure no admission of a child or young person will have a detrimental effect on the progress or wellbeing of other students in the School;
4. ensure there can be no discrimination against any person because of a recognised protected characteristic, except in accordance with the legal provisions afforded to independent schools;
5. ensure as far as practically possible that a disabled student is not placed at a substantial disadvantage to his peers, by considering reasonable adjustments;
6. offer assistance in the form of suggestions to those who are not admitted, to help them to find a more suitable placement.

Broad Guidelines

The School operates a comprehensive Admissions process which is designed to ensure the realisation of as much relevant information as possible, for all parties involved, in order to make an accurate assessment of the likely success of the School's provision in meeting the needs of the prospective student, so that he is empowered to succeed academically and socially, and to transform his future. The outcome of the process is the decision of whether or not a placement in the School is suitable for the prospective student.

In all cases, admission to the school is at the Headmaster's discretion and parents will agree to sign the parental contract, and any associated paperwork, on acceptance of a place and prior to starting the school.

The admissions process will operate in the following manner:

- Stage 1** An initial enquiry regarding a possible placement in the School will be handled by the Admissions team. Families are directed to review information on the website, to attend Open Days and to contact Admissions directly for information about the School's educational offering. If parents would like formally to commence the process of enrolling their child, the first step is the submission of the online Registration Form, accessed through the School's website, and remittance of a non-refundable registration fee.
- Stage 2** If the information obtained during the above-described initial enquiries is suggestive of a possible match between the child's needs and the School's provision, the Admissions team will seek to obtain all relevant documentation which might provide greater detail. Such documentation should include previous school reports, and reports of any assessments undertaken by an Educational Psychologist or other educational or medical professional relevant to the child's academic and social profile and support needs. Where the child is the subject of an Education, Health and Care Plan, it is necessary that such a document is shared with the School at this stage.
- The Admissions team will collate the information received and submit it to the Admissions panel. This team will determine whether the information is suggestive of the School being an appropriate placement.
- Stage 3** Where there is deemed to be a match insofar as the information currently held indicates, the Admissions team will then arrange an appointment for the parents or guardians and their child to visit the School if they have not already visited. The visit will include a meeting for the family with the Headmaster, and an opportunity for a tour. The purpose of the visit will be to provide the parents/guardians and the child with more detailed information about the School's provision and ethos. The visit will also offer an opportunity to obtain additional information about the young person, how they present within an educational setting, academically and socially, and about their needs.
- Stage 4** The Admissions team will arrange an assessment/evaluation of the prospective student in School. Such an assessment/evaluation is generally a three-day visit. Where a boarding placement is being considered, an assessment/evaluation must include an overnight stay and assessment by the boarding staff, comprising at least two consecutive overnight stays. The purpose of the assessment visit is to provide the child with an opportunity to experience the School's environment, and for School's staff to assess to what extent the School's provision is able to support the needs of the child. The assessment must include the extent to which the child can be supported within the School's teaching environment and its methods of delivery, including appropriateness of the School's curriculum offer. The assessment/evaluation will also include assessment from the Learning Support Department (including, as appropriate, SpLD specialist teachers, occupational therapists, and speech and language therapists). This process of assessment will include consideration of the likely impact of the prospective student's placement on other students. The School reserves the right to extend the evaluation period/request additional days.
- Stage 5** Following the assessment/evaluation visit, the Admissions team will review all paperwork including teaching, therapeutic, residential and pastoral staff- members feedback, specialist assessment outcomes, and will determine whether the School is likely to be successful in providing the optimum learning environment for the applicant. They will also determine whether the admission of the prospective student into the School would be likely to affect adversely the progress and wellbeing of other students in the School. Based on these two decisions, the School will then either offer a placement or explain why an offer of a place has not been made. This Admissions process outcome will be confirmed in writing to the parents or guardians.

Reasonable Adjustment

The School will consider what it can do to ensure that a disabled student is not placed at a substantial disadvantage to their peers. This will be achieved by applying a reasonableness test to any possible adjustments that the student may require. Consideration will include whether the adjustment would overcome the substantial disadvantage; the need to maintain academic, musical, sporting and other standards; the financial resources available; the cost of taking a particular step; the extent to which it is practicable to do so; health and safety requirements; the impact on others in the School community and the interests of other students.

Outcome

Parents or guardians may choose to withdraw their application for a placement at Frewen College at any point in the Admissions process. The School may conclude the Admissions process at any of the five stages described above, should sufficient information have been realised indicating that a placement would not be suitable, or where there is no space available within the School in the relevant age-group. Where, at any stage, such information is not present, indicating a disparity between the student's needs and the School's provision, the Admissions process should continue. The offer of a place will not occur until all five stages of the process have been completed satisfactorily.

Unsuccessful

If the Admissions process outcome is a conclusion that the School would not be successful in meeting the specific needs of the child, or that the child's admission into the School would be detrimental to other students in the School, a place will not be offered. However, the School's staff will endeavour to advise the parents or guardians regarding other settings which may be more capable of supporting the student.

In some circumstances, the Admissions process outcome might be a recommendation that the School's provision is not currently suited to the prospective student's needs, and that the child is not yet ready to manage successfully the School environment. In such circumstances, the parents or guardians will be informed that the offer of a placement cannot be made at the current time, but that the parents or guardians are invited to make a new Admissions application in the future.

This is only appropriate where:

- there is substantial change in the child's presentation,
- where new information is available which presents a changed understanding of the child's profile of skill- strengths and skill-weaknesses, such that a reconsideration of the appropriateness of the School's provision is justified, e.g., newly issued professionals' reports describing a markedly different profile than was previously represented, or
- a space within the requisite age group in the School becomes available, where previously there was no available space.

Successful

If the Admissions Process outcome results in an offer of a place within the School, the parents or guardians will be required to confirm their acceptance of the place by completing and submitting the Acceptance Form and by paying the Acceptance Fee within the specified timescale. No student may be entered onto the School roll, or begin, until the Acceptance Form, Contract, and associated documents are submitted and the fee paid.

Appeals

The Admissions process is designed to ensure that the best interests of the prospective student, and of all students in the School, are at the heart of decision-making. Nevertheless, it is recognised that parents or guardians may be disappointed by the outcome of the Admissions process and may wish to appeal the decision.

Appeals will be recognised from parents or guardians of the child or young person only. Such an appeal should be raised within one calendar month of the communication of the Admissions process outcome; the School is unlikely to respond to appeals raised outside of this timeframe or from other parties.

Stage 1 appeal

In the first instance, appeals should be communicated, in writing, for the attention of the Admissions team, and should detail all relevant information the appellant wishes to be considered within the appeal, including any information not previously submitted as part of the Admissions process.

The Admissions team will acknowledge receipt of the appeal and conduct a review of the information considered as part of the Admissions Process, and any additional information communicated as part of the appeal. The Admissions team may deem it beneficial to seek further information from the parents or guardians of the child, or from specific School staff. The Admissions team will communicate to the appellant the outcome of the review, normally within three weeks of the appeal being received. Where some or all of this time falls outside of School term-time, it is expected that the communication of outcome will take longer.

Stage 2 appeal

Where a parent or guardian believes the outcome of their appeal at Stage 1 to be flawed, there is provision for appeal at Stage 2. Stage 2 appeals will only be recognised where a Stage 1 appeal has been completed in full. A Stage 2 appeal should be communicated in writing, for the attention of the Headmaster, and should detail all relevant information the appellant wishes to be considered within the appeal, including any information not previously submitted as part of the Admissions or Stage 1 appeal processes.

On receipt of any such Stage 2 appeal, the Headmaster will acknowledge receipt of the appeal and provide an indication of the anticipated timeframe for conducting a review and communicating a final decision; it is normally anticipated that the review process will be completed within four term-time weeks.

The Headmaster will conduct a review of the Admissions process in respect of the appellant, considering:

- whether the School's Admissions process was completed in line with its published Admissions Policy and normal processes;
- any new information submitted by the appellant, or realised since the communication of the Admissions process outcome;
- the strength of the Admissions process decision-making in accordance with the stated objectives of the Admissions Policy;
- the manner of communicating the Admissions process outcome, considering explanation of the factors influencing the outcome decision.

The Headmaster will then assess the process outcome decision and determine whether it is accurate or warrants change. He may determine that the original outcome decision should be upheld, or that the decision is not sufficiently secure and warrants change. The Headmaster will communicate his findings to the appellant in writing. The Headmaster's decision, at this stage, will be final.

Conclusion

Through the detailed scrutiny of documentation, informal assessment, and open discussion between parents or guardians and the School's staff, the School will make a fair and balanced decision about its suitability in meeting the needs of each prospective student. This will allow successful applicants to make the best possible academic and social progress, whilst ensuring that those children whose needs cannot be met by the School are supported to discern

appropriate placements in more suitable settings. At all times, the School's Admissions process will be applied fairly, and so that the best interests of the individual child, and of all other students in the School, are promoted.

References

[Schools Standards & Framework Act 1998 Education Act 2002](#)

[The Equality Act 2010](#)

[The Education \(Independent School Standards\) Regulations 2014](#)