



BURLINGTON
HOUSE SCHOOL

Admissions Policy

Responsible person: Christina Klaassen

Review Cycle: ANNUAL

Last review date: August 2025

New review date: September 2026

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education**.

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that **all children can achieve**.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the Education Act 1996, which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. Policy Introduction:

Burlington House School offers specialist support for pupils with SpLDs such as dyslexia from Year 3 to Year 14. We want to make the right decision for the parent/carer, the child and family and are keen to help with this. We welcome applications throughout the year and our Admissions Team will guide the family through the admissions process.

The School has a well-developed process of admission designed to select pupils whose primary needs encompass either or both dyslexia and dyspraxia or pupils who require a small, nurturing environment; these criteria form the basis of the selection process. With comorbidity, we may accept pupils with similar Special Learning Difficulties (SpLDs) who would benefit from the practices of teachers with a dyslexia specialism.

The nature of our provision and pupil support structure means that we are unable to accept pupils with emotional and behavioural difficulties or significant learning difficulties. Due to the nature of teaching and learning, pupils with English as an Additional Language (EAL) are required to be fluent in English.

We aim to meet the needs of a wide range of pupils including but not limited to:

- Pupils with Specific Learning Difficulties (SpLD) of dyslexia, dyspraxia, dyscalculia, dysgraphia, ADHD;
- Pupils with diagnosed (mild) speech, language and communication difficulties;
- Pupils with high functioning Autistic Spectrum Disorders (ASD);

- Vulnerable pupils who have sensory/cognitive processing difficulties impacting on emotional regulation, attention and concentration, which can be managed with self-regulation strategies;

The admissions process operates thereafter on a first come first served basis. Burlington House School will consider a pupil for placement outside of their chronological age group if there exists compelling educational or social reasons for doing so. It is the School's policy that we do not admit pupils into Year 10 past the first academic half term or into Year 11. There will be careful consideration when it comes to pupils joining A-Level or BTEC Level 3 courses at Sixth Form into Year 12 and up.

Once a decision has been reached on whether we are able to meet a child's needs, this is final.

If a parent/carer thinks the submitted paperwork did not reflect the child correctly, the Admissions panel will consider another application 9-12 months later.

All selections are made in adherence to the school's Policy on Equality of Opportunity for all which has been updated following the Equality Act 2010. Under the Education Act 1996 s.347 the school is approved by the Secretary of State as suitable for the admission of children for the admission of children for whom statements are maintained under s.324 of the Act. We welcome both private payers and children (partly) funded via their EHCP. We do not have bursaries.

2. Open Mornings:

Each year the school holds four to six Open Mornings where prospective parents and associated professionals are welcomed. Tours of the school take place in small groups, escorted by current pupils; these provide an opportunity to see teaching and learning in action. There is an opportunity to meet with the Headteacher, Senior Leadership team and Registrar in an informal setting on concluding the tour.

3. Admission Process:

Please make contact with our Admissions Registrar who will answer any questions about the nature of Burlington House School's specialism, facilities, curriculum and ethos.

If you are satisfied that Burlington House School may be an appropriate placement, please submit copies of diagnostic paperwork, including a current Educational Health Care Plan (EHCP) if appropriate, an Educational Psychology (EP) report (not more than two years old), plus any other additional educational information and the most recent school report. Our admissions team will review the paperwork provided and if we feel Burlington House School is able to meet your child's needs we can then arrange for a meeting and tour with the Headteacher and Registrar.

The pupil may be invited in for two 'Taster Days'. The pupil will be invited to join an age appropriate teaching group and class teachers will set a number of tasks to establish the pupil's current level of functioning in a variety of subjects including Mathematics and English. The aim of the taster days is to gain a greater understanding of the pupil's functional skills and the potential they have to progress in our specialist setting.

The SaLTs and a Specialist Teacher will also meet the pupil in a 1:1 environment to carry out a low impact Speech and Language and Literacy/Math screening. This does not form a formal diagnostic assessment for general release but takes place to corroborate or enhance the current diagnostic information available. All staff who have contact with the prospective pupil during the day then give feedback to the Headteacher about the child's performance throughout the days, including behaviour and interaction with other pupils.

After the taster days, the feedback from staff along with diagnostic paperwork are further scrutinised by members of the Admissions Committee, where a formal decision will be made as to whether Burlington House School provision is suitable and can meet the child's educational needs. Further information or confirmations of reports may be sought or requested by the school at any stage of the process. We will write to the parent/carer with the outcome of the decision and appropriate notification is made to the LA concerned when the child is accepted (or a child is removed) outside of standard transitions.

Notes:

A pupil is not advantaged or disadvantaged in receiving the offer of a place by the possession of an Education Health and Care Plan.

Offers will remain valid for 30 days from the date of the offer letter. If funding is to be secured via the Local Authority then the offer period may be extended by negotiation.

We are a non-denominational school.

Burlington House School is licensed to sponsor under Child Student visa (former Tier 4).

Signed:

Date:

Headteacher, Mrs Nicola Lovell