

Admissions Policy

Version	3.0
Effective	August 2026
Approved by	Governing Body
Review	August 2027 or sooner if required

Daffodil standard

Every Daffodil document is written to be understood, applied, evidenced and reviewed.

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

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Policy summary

This operating table converts the policy into minimum actions and evidence. It supports implementation but does not replace the detailed modules.

Decision point	Minimum action	Required evidence	Review point
Application	Acknowledge, identify adjustments and gather only relevant evidence.	Application and communication record	At receipt
Decision	Apply published criteria consistently and record evidence and reasons.	Decision record	Before communication
Offer/waiting list	State conditions and deadlines; maintain published ordering.	Offer and waiting-list record	On material change
Concern	Use the complaints route for process concerns without promising admission.	Complaint/response record	To closure

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for admissions. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activities off-site and online conduct connected with the school.

Related policies: Inclusion, Equality, SEND and Wellbeing Policy; Safeguarding and Safer Working Policy; Parents Complaints Policy; Data Protection and Information Governance Policy; Fees Policy.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.

- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Fair admissions

- Apply published criteria consistently without unlawful discrimination.
- Do not refuse admission because a child is disabled where reasonable adjustments would enable access.
- Assess whether the school can meet need using evidence, consultation and, where relevant, the EHC plan process; avoid informal exclusionary practices.

Process and decisions

- Acknowledge applications, explain any assessment, keep a written decision record and give clear reasons.
- Treat admissions information as confidential and apply data minimisation.
- Provide an internal review route that is independent of the original decision so far as practicable.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Protection and Information Governance Policy (retention section). Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- SEND and EHC Policy
- Accessibility Plan
- Fees Policy
- Parents Complaints Policy

Legal and guidance framework

- Equality Act 2010
- Children and Families Act 2014
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Admissions procedures

Admissions workflow and decision record

The school acknowledges each application, confirms the information and assessment required, identifies any access or communication adjustment, and gives families a named contact.

Decisions are made against the published criteria using the evidence available at the decision date. The admissions record shows the criterion applied, evidence considered, decision-maker, any consultation about SEND or medical need, adjustment made, reason for the outcome and date communicated.

Assessment, equality and SEND

Assessment is age-appropriate and designed to understand whether the school can provide a suitable education; it is not used to screen out a child because of disability or another protected characteristic. The school discusses reasonable adjustments with parents and, where appropriate, the child and relevant professionals. A diagnosis is not required before an adjustment is considered. Any conclusion that need cannot reasonably be met must identify the provision considered, expert evidence, practical adjustments and alternatives explored.

Offers, waiting lists, withdrawal and review

An offer states the deadline, conditions, required documents and next steps. Waiting-list order follows the published criteria and is re-evaluated when circumstances materially change. Before withdrawing an offer, the Headteacher checks the contractual and factual basis, gives the parent

an opportunity to respond where fairness requires, and records the decision. Concerns about process may use the Parents Complaints Policy, but the complaints process does not create an automatic right to admission.

Monitoring, accountability and review

Equality, SEND and accessibility

Decisions must be fair, evidence-based and free from unlawful discrimination. Staff identify and record reasonable adjustments, accessible communication and support required by disability, SEND, medical need, language, religion or belief and other protected characteristics.

Safeguarding priority

Any concern that may indicate abuse, neglect, exploitation, peer-on-peer harm, self-harm, significant vulnerability or risk of serious harm is referred immediately to the DSL. Policy processes must not delay emergency or safeguarding action.

Records and confidentiality

The responsible lead records the decision, evidence, action, communication, support, adjustment, owner and review date in the appropriate secure system. Information is shared on a lawful, necessary and proportionate basis and retained under the school's information-governance requirements.

Training and implementation

The policy owner identifies role-specific induction, refresher training, drills or competency checks. Leaders sample implementation and records, address inconsistency promptly and report material themes and risks to governors.

Review and continuous improvement

The policy is reviewed at least annually, and sooner after a serious incident, complaint, audit finding, statutory or guidance change, recurring pattern or evidence that controls are ineffective. Pupil, parent and staff voice is considered where relevant.

Admissions Policy, version 3.0, effective August 2026. This document supersedes the corresponding earlier policy drafts included within it. Previous files remain version-history records and must not be used as concurrent instructions.

Admissions checks and decision standards

Decision standards and published arrangements

- Apply the published admissions criteria consistently to every application; do not introduce unpublished priorities, informal tests or discretionary barriers.
- Give parents the current application process, required evidence, decision date, acceptance deadline, fee and deposit information, and the route for raising a concern before they commit.
- Record the criterion applied, evidence considered, decision-maker, decision date and communication sent for every offer, refusal, waiting-list decision or withdrawal of an offer.
- Review admissions information at least annually and whenever the school's registration, age range, capacity, curriculum or equality duties change.

Fair access, safeguarding and transition

- Make reasonable adjustments to the admissions process for disabled applicants and provide accessible communication or interpretation where reasonably required.
- A pupil's SEND, disability, religion, race, sex or other protected characteristic must not lead to unlawful discrimination; requests for information must be relevant and proportionate.
- Where an applicant has an EHC plan, liaise with the local authority and assess whether the school can deliver the specified provision without making promises that have not been authorised.
- Transfer safeguarding, medical, allergy, SEND and pastoral information securely and promptly once admission is confirmed, with urgent risks shared before the pupil starts.

Waiting lists, refusals and assurance

- Maintain any waiting list in the published priority order, re-rank it when a place becomes available, and retain an auditable record of offers and expiries.
- Refusal letters must be clear, respectful and accurate, identify the relevant published criterion and explain the school's complaint route without implying a statutory appeal where none exists.
- The Governing Body receives an annual anonymised assurance report on applications, offers, refusals, withdrawals, complaints, reasonable adjustments and any equality patterns.
- Principal framework: Independent School Standards guidance (April 2026), Equality Act 2010, UK GDPR and Data Protection Act 2018.

References and statutory guidance

Linked titles open the current published source. Check the source page for later updates when this policy is reviewed.

1. [**Independent School Standards guidance**](#) - Department for Education, April 2026.
2. [**Keeping children safe in education 2026**](#) - Department for Education; in force from 1 September 2026.
3. [**Working together to safeguard children 2026**](#) - HM Government, updated March 2026.

4. [Education inspection toolkits and supporting evidence](#) - Ofsted; September 2026 inspection materials.