



Chesham Preparatory School

ADMISSIONS POLICY AND PROCEDURE

Note: This policy applies to the Early Years Foundation Stage as well as to the whole school.

Introduction

This is the Admissions Policy of Chesham Preparatory School (the “**School**”).

The aims of this policy are as follows:

- to set out the particulars of the School's policy on and arrangements for admission to the School;
- to describe how the School identifies and admits children who will benefit from the education and other opportunities available at the School and who will contribute to and benefit from the ethos and activities of the School community;
- to ensure compliance with the School's responsibilities under the Equality Act 2010.

Scope and application

The procedures set out in this policy apply at each of the main points of entry to the School and also to candidates for occasional vacancies in any other year group. The procedures set out in this policy do not apply to existing pupils who are progressing through the School.

Regulatory Framework

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (DfE, July 2026);
- Education and Skills Act 2008;
- Equality Act 2010;
- Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), as amended by the Data (Use and Access) Act 2025;
- Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, January 2015);
- School Attendance (Pupil Registration) (England) Regulations 2024; and
- Children’s Wellbeing and Schools Act 2026, in respect of those provisions relating to independent educational institutions as they are brought into force.

This policy has regard to the following guidance and advice:

- Children missing education (DfE, September 2025);
- Working together to improve school attendance (DfE, July 2026); and
- Keeping children safe in education (DfE, 2026).

Equality, diversity and disability

All candidates for admission will be treated fairly and equally, irrespective of their or their parents' race (including colour, nationality and ethnic or national origins), sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, or disability. Candidates will also be treated equally in respect of their parents' age, sex, or marriage or civil partnership status.

The School is inclusive and welcomes applicants with disabilities and special educational needs. The School's premises include some features which limit physical accessibility, and the steps being taken to improve access are set out in the School's Three Year Accessibility Plan. The School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010, including its duty to make reasonable adjustments, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

Parents of a child who has any disability or special educational needs should provide the School with full details on registration. The School needs to be aware of any particular requirements which may affect a child's ability to participate in the admissions procedure and to take full advantage of the education provided at the School.

The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation. The School will consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the child should an offer of a place be made.

Procedures

To register for a place, parents are required to complete our online registration form, which is available on our [website](#), and to pay the applicable registration fee.

Parents are encouraged to attend one of the School's open events or are welcome to arrange a tour of the School at another time. Parents should contact the Head of Admissions for further details.

Entry points: The following procedures apply at entry into any year group.

Admissions procedure: The School's admissions procedure has three elements:

- entrance assessments;
- pupil visit to appropriate year group; and
- references where applicable.

Entrance assessments: These are as follows:

- Pupils will be assessed for EYFS and Year 1 on verbal, communication skills and Reasoning.
- For entry into Year 3 and above, pupils will be assessed for entry based on academic ability in Maths, English and Non-Verbal Reasoning.

Visit to year group: The candidate will spend an agreed amount of time in an age-appropriate class. Some pupils may be asked to attend on more than one day if an assessment cannot be made from the first visit. Where it is deemed necessary, staff may also arrange to visit the candidate's current setting/school.

Reference: The Head of the candidate's current school or nursery will be asked to provide a written reference as to the candidate's academic ability, attitude and behaviour, involvement in the school community, talents and interest, and any other special circumstances such as special education needs, or a disability. A verbal reference may be sought in some cases. For those who have not yet attended a school or nursery no reference will be requested.

Admissions criteria

The admissions criteria are:

- success in the relevant entrance assessments;
- satisfactory visit;
- a positive confidential reference from the applicant's present school or nursery (if applicable); and
- commitment to the School's ethos as described in the School's aims.

We reserve the right to restrict the offer of places to children who we feel can benefit from the broad and varied curriculum offered and make a positive contribution to the School community.

All candidates must have the legal right to live and study in the UK.

It is assumed that pupils will automatically progress through the School, subject to them meeting the required standards of behaviour and progress.

Siblings

Priority is given to siblings of pupils at the School at the proposed time of entry, although admission is not automatic and the candidate must meet the admissions criteria.

Fluency in English

Teaching at the School is in English, and pupils need to have, or to be able to develop, sufficient English to access the curriculum and to take a full part in school life. Where a candidate's first language is not English, the School will consider the application on its individual merits, taking account of the candidate's age, the level of support that would be required and whether the School is able to meet that need.

Record keeping and confidentiality

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

A confidential admissions record will be kept for each candidate.

Admissions register

For pupils admitted to the School, the School will:

- maintain an admissions register; and
- inform the local authority of any pupil who is going to be added to or deleted from the School's admissions register at non-standard transition points in accordance with the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024.

The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

Policy reviewed: September 2026

Next review: September 2027

Person responsible: The Headteacher