



Chesham House School

Admissions Policy

POLICY – Admissions

Education Universal

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Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Rebecca Smith, Headteacher

September 2026

Proprietor Representative: Andrew Sutherland

Regional Lead: Richard George

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Student	Any child or young person under the age of 18, or young adult over 18 who receives education.
Headteacher	The senior person with overall responsibility for the school/college.
Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Chesham House School

Chesham House School is an independent SEMH day school providing education for students ages 10-18.

At Chesham House School we believe that every child can succeed and we have to find a way to support them to achieve. We foster this through our values of Respect, Resilience and Aspiration. We build strong relationships that are based on respect, integrity and unconditional positive regard. To create a culture that is inclusive; a positive and encouraging environment for all pupils, without exception, to support them in becoming ready for the wider world.

2. Aims and Purpose

This policy aims to explain;

- how to apply for a place at the school
- our approach to admissions, referrals and offers
- the school's arrangements for allocating places

It provides a universal framework and outlines expectations for all involved in the admissions procedure. This policy enables Chesham House School to:

- Meet statutory duties
- Uphold safeguarding responsibilities
- Comply with data-protection requirements
- Maintain high-quality provision

Our admissions approach is consistent across the organisation. The same principles apply whether the enquiry comes from a commissioner or a parent/carer.

- This policy applies across all sites, services and education functions.
- It sets universal standards that every site follows.
- Each site implements these standards in line with the national requirements summarised in Appendix A

3. Legal and Regulatory Context

We work within the statutory duties, safeguarding requirements and inspection arrangements of the nation in which each site operates. The universal standards in this policy are applied in line with the correct national frameworks set out in **Appendix A**.

4. Definitions & Terminology

- **Admissions:** the process of receiving, assessing and deciding upon applications/referrals for places.
- **Referral:** a request for placement from a commissioning local authority, agency or provider.
- **Offer:** a conditional or unconditional place confirmed in writing, with any pre-admission requirements.
- **Reasonable adjustments:** proportionate changes to remove or reduce barriers so a learner can access education.

5. Admissions Principles

Our admissions procedure follows the below principles;

- **Fair, transparent, inclusive:** Open criteria; consistent decisions; no unlawful discrimination.
- **Right learner, right programme:** Match programme requirements with needs and site capacity to support well.
- **Safeguarding first:** Safety and welfare shape every step.
- **Needs-led and proportionate:** Identify barriers early; plan reasonable adjustments where feasible.
- **Timely communication:** Keep all external stakeholders, for example; parents/carers/commissioners, informed at each stage.
- **Evidence-based decisions:** Records show the rationale, evidence reviewed, and any conditions behind any decision in relation to admissions
- **Data minimisation:** Collect only what we need in order to decide fairly and safely.

6. Eligibility & Entry Routes – Applying for a place at our school

We welcome enquiries and referrals through defined routes and we make it easy to understand what we offer. We welcome these enquiries and referrals throughout the school year.

- We consider direct applications from parents/carers, commissioned referrals, and re-admission following a break in education
- We admit across defined age ranges; at Chesham House School this is 10-18 years old

7. Information we request at Application/Referral

We only ask for information we need in order to make a safe, fair decision. This information includes;

- Personal details and contact preferences
- Prior education and attainment; current programme or provider
- Relevant support needs, reports or plans
- Safeguarding/welfare considerations (shared lawfully and proportionately)
- Health and access needs relevant to participation and safety
- Commissioning/financial details where a third party funds the place

8. Assessing Suitability and Support

Our goal is to identify the most suitable placement for a student, with realistic support that sets everyone up for success;

- The education team considers a match with the programme, site capacity, and support pathways.
- We explore reasonable adjustments; where they are feasible and proportionate, we plan for them.
- For 18+, we seek learner consent to liaise with third parties unless there is a legal/safeguarding reason to share.
- Where a multi-agency team is involved, we coordinate to reduce duplication and delay.

9. Visits and Tasters

We use visits, tours and tasters to support the student and their parents/carers in their decision-making process and to continue our considerations of a suitable placement.

10. Risk and Safeguarding Considerations

We won't compromise on safety. Risk assessment work is proportionate and pragmatic.

- We complete pre-admission risk considerations to keep the students and others safe.
- Where risks are identified, we plan mitigations; if risks cannot be managed proportionately, we record why an offer cannot be made.

11. Decision-Making & Offers

Decisions are made in a timely manner, are clearly reasoned, and explained in writing.

- Decisions are made by the Headteacher or a named senior leader with delegated authority and are communicated with the Commissioning Team.
- We confirm outcomes in writing, with reasons for any decline.
- Where an offer with conditions applies, we list what must be in place (e.g., commissioning confirmation; agreed support).

12. Oversubscription & Prioritisation

If demand exceeds capacity, we apply clear criteria and consider the following;

- Suitability for the education offer and availability of specialist support
- The site's ability to meet needs safely and well
- Continuity of learning for current/returning learners where applicable

13. Conditions of Admission

We set clear expectations in regard to the conditions of admission.

- Acceptance of the Chesham House School's Code of Conduct
- Agreement to lawful information sharing necessary for education and safety
- Completion of induction and baseline assessments where relevant
- For commissioned places, funding confirmation

14. Reasonable Adjustments & Support Planning

We aim to remove barriers and keep the students at the centre.

- We consider, and where reasonable, implement adjustments.
- We agree a pupil profile with the student (and parents/carers, where appropriate) and review it at planned intervals.
- If we cannot reasonably meet needs or manage risk, we explain why and signpost alternatives.

15. Fees and Funding

Where fees apply, we publish them transparently and confirm what they include, commissioned places follow the commissioning agreement and should any questions arise regarding fees during the assessment and admissions process the commissioning team are able to answer these.

16. Withdrawal, Deferral or Non-Start (Universal)

A parent/carer or commissioner may request deferral/withdrawal; we record the reason and agree any re-entry conditions, we may withdraw an offer if conditions are unmet or material information was withheld.

17. Appeals & Complaints

A fair review process improves trust and decision quality. If your child's application/referral for a place at Chesham House School is unsuccessful, you will be informed why we are unable to offer a place. A parent/carer, where appropriate, may request a review of an admissions decision made by the school.

If you wish to appeal, you must set out the grounds for your appeal in writing and send to the following email; alice.mullen@cambiangroup.com

This appeal will be reviewed by a senior leader and the outcome will be confirmed in writing with clear reasons.

Should you feel unhappy with the outcome of the appeal, you are advised to make a formal complaint using our complaint's procedure outlined here.

18. Data Protection & Records

- We collect, use and retain data lawfully, fairly and securely.
- Each admissions file contains: application/referral, evidence reviewed, interview notes, risk considerations, decision rationale, offer letter, and any conditions.
- We follow organisational retention schedules.

Refer to our 'Records Management' Policy and our 'Data Protection' Policy for further information. Our DPO is Russell Edge and can be contacted here: Russell.edge@caretech-uk.com

19. Roles & Responsibilities

Everyone has a part to play; accountability is clear.

- **Headteacher:** owns the policy locally and is accountable for fair, safe, compliant admissions.
- **Senior Leadership Team/Pastoral Lead:** oversees process, chairs complex discussions, ensures timely decisions and quality record-keeping as well as assess suitability, advise on reasonable adjustments, shape support plans.
- **DSL:** advises on safeguarding and risk; records any safeguarding considerations.
- **Admin Assistant:** manages communications, data integrity and filing.

20. Monitoring, Quality Assurance & Reporting

We review admissions data to spot gaps, tackle disproportionality and improve access.

- We monitor application volumes, decisions, timelines, reasons for declines/deferrals, and equality trends.
- We review data termly and agree improvement actions.
- We sample admissions files for completeness and quality.

This report is provided at local governance meetings.

21. Linked Policies

This policy coordinates with the following:

- Behaviour Policy
- Code of Conduct
- Safeguarding and Child Protection
- SEND Policy
- Inclusion
- Equality, Diversity and Inclusion
- Data Protection
- Records Management
- Complaints

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A

Legislation, guidance and regulatory framework underpinning Admissions in England.

Education inspection framework (EIF) — Ofsted

- **Means:** Ofsted inspects our schools and FE sites under the EIF; inspectors sample our admissions policy, case files and communications to judge fairness, inclusion and compliance.
 - **Requires:** Admissions are fair, documented and compliant (safeguarding, equality, SEND, records) with evidence ready for triangulation.
 - **Our stance:** We show a transparent end-to-end process (criteria, decisions, oversubscription, appeals).
 - **Implementation example:** Admissions file set (application, risk notes, adjustments, decision rationale, offer/decline letter) is available for sampling.
- Links:** <https://www.gov.uk/government/publications/education-inspection-framework>

Education (Independent School Standards) Regulations 2014

- **Means:** **Our sites must meet ISS;** parts on welfare, information, complaints and leadership directly shape how we run and evidence admissions in our schools.
- **Requires:** Written procedures, accurate pre-admission information, compliant letters and proprietor oversight.
- **Our stance:** Admissions documentation maps to ISS Parts 3/6/7/8.
- **Implementation example:** ISS cross-map links each admissions step to the relevant Part and evidence.
- **Links:** <https://www.legislation.gov.uk/ukxi/2014/3283>

Equality Act 2010: Advice for Schools (DfE)

- **Means:** **Our sites apply Equality Act duties** in admissions; decisions must show non-discrimination and reasonable adjustments. (Guidance framed for schools but can apply in FE).
- **Requires:** Equality and adjustments reasoning in the decision record.
- **Our stance:** Every decision record includes an equality/adjustments check.
- **Implementation example:** Equality checklist signed by the Headteacher/Principal is filed with the decision.
- **Links:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice (0–25) (Schools & FE)

- **Means:** Our sites consider SEND needs and reasonable adjustments before confirming an offer for learners 0–25 (Schools & FE).
- **Requires:** Graduated response evidence and a clear rationale where needs can/can't be met.

- **Our stance:** Assessment, planned support and any conditional offer requirements are documented.
- **Implementation example:** Case file holds SEN plan/EHC extracts and decision rationale.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education (KCSIE)

- **Means:** Our sites' admissions steps sit inside our safeguarding culture; DSL oversight is built into complex cases.
- **Requires:** Proportionate checks, lawful information-sharing and secure records.
- **Our stance:** DSL/DSP signs off safeguarding considerations in complex admissions.
- **Implementation example:** DSL risk note and any multi-agency contact are stored in the admissions pack.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Education (Pupil Registration) (England) Regulations 2006 (Schools)

- **Means:** Our schools keep a compliant **Admissions Register** and follow the rules for entries, deletions and returns.
- **Requires:** Maintain an accurate register and make it available for inspection.
- **Our stance:** Central register with auditable changes and retention controls.
- **Implementation example:** Register extract and deletion rationale available on request. **Links:** <https://www.legislation.gov.uk/ukxi/2006/1751/contents/made>

Data protection (UK GDPR & Data Protection Act 2018)

- **Means:** Our sites process admissions data lawfully and securely, with clear privacy information and timely responses to rights requests.
- **Requires:** Lawful basis, privacy notices, retention schedule, SAR handling and security.
- **Our stance:** Admissions is privacy-by-design with defined retention and SAR SLAs.
- **Implementation example:** Admissions privacy notice + RoPA/DPIA (where needed) filed centrally.
- **Links:** <https://www.gov.uk/guidance/data-protection-in-schools>