



EDINBURGH  
STEINER  
SCHOOL

Name of policy: **Admissions Policy—ED01**

Publication date	10 October 2017
Date of last review/revision	21 February 2023
Type of policy (statutory, procedure, adopted, protocol...?)	protocol
Purpose	To give an overview of the policies for admission of new pupils into the school
Related Quality Indicators (HGIOS 4)	3.1
Related school policies	Admissions Procedure
Whole school or departmental policy?	Whole School
Links to national policies or legislation	
Links to OSCR	
Signature of Chair of Trustees	<i>Michael Labarge</i>
Signature of Chair of College	<i>Jimmie</i>
Key contact (name, role, email address)	Admissions Secretary (Jenny Innes); School Coordinator (Helen Newton)



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## Admissions Policy

Edinburgh Steiner School is a non-sectarian, co-educational day school offering Steiner/Waldorf education from Seedlings, (age 2-3 ½) through to Kindergarten (age 3 ½ to 6½) and then into the Lower School (Classes 1-8, age 6½ to 14) and the Upper School (Classes 9-12, age 14 to 18). The youngest age at which children can be formally admitted to the School (offered a 'place') is age 2, and only when admitted to Seedlings. For younger children, attendance at Baby Group and Parent and Child Groups is by arrangement and dependent on availability of spaces. Attendance at Baby Group or Parent and Child Groups does not guarantee admittance to the School. In the Lower and Upper School there is one Class for each age group. When the number of pupils in a Class reaches 25 (excluding visiting or overseas students), it might be deemed 'full'. Admissions of new pupils to Classes which are deemed full is at the discretion of the School. If there is a waiting list for a Class, criteria will apply.

Appointments for interviews follow the submission of a formal application and are made through the School Office, via the Admissions Secretary. Applications do not automatically lead to an interview. Unfortunately, the School cannot give feedback on unsuccessful applications. Further details can be found on our website under Admissions: *Offers of a place—how does the School decide?*

Although admission to the School at the beginning of a term is preferable, applications and admissions are welcome throughout the year.

Subsequent to the interview process, should further information regarding additional support for learning be sought, a member of the Pupil Support Department will contact parents or carers, along with any previous or current setting if applicable, ahead of any final decision.

A copy of the most recent reports from the applicant's previous school or setting must be provided with the application.

The prospective Class teacher or Class Guardian, or another member of staff, may contact the applicant's previous school to discuss the application or clarify information. Information will be shared and retained only in relation to our application process and in line with general data protection regulations.

Applicants must provide full and accurate information on the application form. Applications may be refused at any stage of the application process and the School reserves the right to withdraw the

offer of a place if relevant information is not disclosed in the application process. The decision of the College of Teachers is final.

In the Lower and Upper School, prospective parents may request that their child 'visits' the Class for between one and three days. In some cases the School may request that the child visits, to get a better idea of how they would fit in the Class. These visits are offered at the discretion of the School and only following an interview and the offer of a place.

Following interview, a recommendation is made to the College of Teachers. A decision may take up to three weeks. A letter is then sent to the applicant informing them of the decision.

Although children who are not doing well in other schools may blossom in our school setting, some complex learning and emotional or behavioural difficulties might be beyond the scope of our resources, as might certain levels of physical disability.

Some children may need more support than is available to the Class as a whole and the level of support required may be deemed to be beyond a reasonable adjustment for the School. In these situations, and where we believe that ESS is the right learning environment for the pupil, we will insist that a personal support assistant is provided to ensure progression in the pupil's learning and development. In such cases, if ESS determine that a pupil's needs can be accommodated with this increased level of support, Parents/Carers will be asked to finance this provision alongside the usual school fees. Any arrangements involving personal support assistance will be reviewed on a regular basis, and might be reconsidered at different stages of a child's education, meaning that a place can be withdrawn if the School believes that a child is no longer in the right learning environment or because the adjustment(s) are no longer deemed reasonable. Considerations of space and other resources might also limit the number of support assistants who can be accommodated in a particular Class.

Where an application has identified a need for additional support for learning, and a pupil has been accepted, an additional support for learning plan will be developed before the pupil starts. In some cases this might result in a delay to the start date.

If a new pupil might require extra tuition in certain areas such as foreign languages, this might incur an additional charge.

Prospective pupils who do not speak English as a first language may be assessed by the School to determine their level of English, to ensure we can meet their needs and to ensure they can access the curriculum. Parents may be asked to provide private English tuition if the level of English needs to be improved. Prior to the interview, applicants will be asked to provide a translated copy of previous school reports, if these are in a language other than English, German or French.

The majority of children who join the School during Seedlings and Kindergarten, and who wish to progress to Class 1, do so successfully in their 6<sup>th</sup> year. However, in certain situations it may be our recommendation that a child remains in the kindergarten for an additional year. A place will only not be offered in Class 1 if we believe that our school is not the right environment and your child would not be able to make suitable progress, even with the support available.

Children are accepted on a term's trial basis, although both the parents and the School have the right to curtail the Trial at any time. Towards the end of the period, The College of Teachers will review each pupil's Trial and reach a decision by consensus, based on the trial criteria. College might decide to pass the Trial, extend the Trial with recommendations, or fail the trial (see Trial Period Policy for details). The decision of College is final. Parents of children who have successfully completed their term's trial will receive a letter at the end of their first term to confirm this. Parents of pupils who have not passed their Trial will receive a letter to this effect, and confirmation of their child's last day in school. No additional feedback will be given in this letter as it will be understood that discussions will have taken place with the Early Years Teacher, Class teacher or Class Guardian.