



Ysgol Bethania

Admissions Policy

Date policy last reviewed: 06/08/2026

Signed by:

Headteacher

Date:

Proprietor

Date:

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Statement of intent

A pupil's education is one of the most important parts of their life, and at Ysgol Bethania we endeavour to ensure all pupils have access to a robust and well-rounded curriculum. This policy outlines the school's procedures for admissions. The process is fair and in-keeping with the school's obligations under the Equality Act 2010 and the Education Act 1996. The school promises to provide all admitted pupils with a safe environment to learn and develop.

Legal framework

This policy has due regard to relevant legislation, regulations and guidance applicable to independent schools in Wales, including but not limited to:

- Education Act 1996
- Education Act 2002
- The Independent School Standards (Wales) Regulations 2024
- The Independent Schools (Provision of Information) (Wales) Regulations 2024
- Equality Act 2010
- Children Act 1989
- Social Services and Well-being (Wales) Act 2014
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales 2021
- Welsh Government independent schools registration and operational guidance
- Estyn supplementary guidance on additional learning needs

This policy operates in conjunction with the following school policies:

- Attendance and Absence Policy
- Records Management Policy
- Equal Information and Objectives Statement
- Data Protection Policy
- Complaints Procedures Policy

Roles and responsibilities

The proprietor is responsible for ensuring that the school complies with the Independent School Standards (Wales) Regulations 2024 and that admissions arrangements are fair, transparent, non-discriminatory and consistent with the school's registration, capacity, staffing, safeguarding arrangements and ability to meet pupils' needs.

The proprietor is responsible for:

- Ensuring admission decisions are made in line with Welsh legislation, the school's registration and the Independent School Standards (Wales) Regulations 2024.

- Ensuring all provisions are fair and do not discriminate against any protected characteristic.
- Ensuring the school takes reasonable steps to understand and plan for each applicant's education, additional learning needs, health, safeguarding and welfare needs before admission.
- Ensuring information required by Welsh regulations is made available to parents, carers, pupils, prospective parents and, where appropriate, local authorities.
- Ensuring concerns, complaints, disability discrimination claims and disputes about ALN/IDP matters are signposted to the appropriate process, including the Education Tribunal for Wales where relevant.

The headteacher is responsible for:

- Collaborating with the proprietor and senior leaders to agree admissions arrangements for the school.
- Overseeing the admissions process and ensuring that decisions are based on clear evidence of need, risk, safeguarding considerations, staffing, curriculum access and suitability of provision.
- Ensuring that, where a learner has or may have additional learning needs, relevant information about any Individual Development Plan (IDP), additional learning provision (ALP), professional advice and review arrangements is requested and considered.
- Ensuring transition planning is proportionate to the young person's needs and that any agreed reasonable adjustments, support arrangements and risk management measures are in place before the start date wherever practicable.
- Ensuring this policy is approved by the proprietor before being circulated to key stakeholders.

Admissions procedure

All applications to the school will be made in writing via the school's application form – application forms can be obtained by contacting **the school office** at **liliana.modoi@ysgolbethania.co.uk or amanda.higham@ysgolbethania.co.uk**.

Parents/carers will submit an application form to the school at any time throughout the year. Incomplete or missing forms will not be considered, and the application will be unsuccessful.

Any questions regarding the form or the admissions process in general will be answered by the headteacher, who can be contacted on **telephone number: 07808223690 or 07834604628**.

Before admitting a young person to our school, we will take the following in consideration :

- That the school meets the needs of the young person; and
- That the school does not create a potential for significant harm to the young person or another young person or a member of staff which cannot be reasonably managed by the school.

It is best practice if all admissions are planned, and the young person has the opportunity to visit the school prior to admission to meet staff and other young people. The aim, of any admission, must be to inform the young person about the school, its ethos, and the expectations of the school.

It should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date.

The fee payments need to be paid as per the contractual agreement, any missing or delayed payments may subject a child to losing their place at the school.

The termly fees for the school are as follows:

Phase	Deposit	Autumn term	Spring term	Summer term
<u>Primary School</u>				

All fees will be paid in full on the following dates:

- **Deposit:** date
- **Autumn term:** date
- **Spring term:** date
- **Summer term:** date

The school reserves the right to withdraw an application at any stage if the application is fraudulent or misleading.

The school will ensure pupils with additional learning needs are considered fairly and that reasonable adjustments are made where necessary throughout the admissions process. The school will not refuse admission solely because a child or young person has additional learning needs, a disability, or an Individual Development Plan. If the school considers that it cannot safely or appropriately meet the pupil's needs, it will explain the reasons clearly to parents/carers and, where applicable, the placing local authority.

Additional Learning Needs and Individual Development Plans

For pupils in Wales, the school will use the terminology of additional learning needs (ALN), additional learning provision (ALP) and Individual Development Plans (IDPs) in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code for Wales 2021.

Where a pupil already has an IDP, the school will request a copy of the current plan, any recent review documentation and relevant professional reports before making an admission decision. The school will consider whether it can deliver the required ALP, whether any reasonable adjustments are needed, whether specialist advice is required, and whether the placement can be made safely and effectively.

Where the school identifies that a pupil may have ALN but does not have an IDP, the school will discuss concerns with parents/carers and, where appropriate, the placing local authority. The school will contribute information to any local authority decision-making process and will support person-centred planning so that the child or young person's views, wishes and feelings are considered.

Admission will not be refused solely because a pupil has ALN or an IDP. Where the school is unable to offer a place, the decision will be based on clear evidence that the school cannot reasonably meet the pupil's needs, cannot provide the required ALP, or cannot manage identified risks safely within its registration, resources and staffing arrangements.

Referrals

Young people may be referred to the school at any time during the academic year by parents/carers, Ysgol Bethania, a local authority, or another relevant professional body. The referral process is set out in Annex A.

- Parent/carer enquiry or application
- Direct referral to Ysgol Bethania
- Local authority referral or commissioning request
- Professional referral, where appropriate and with consent or lawful basis for information sharing

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and whether the school is able to meet the needs of the young person.

Information sought should include:

- Young person's name.
- Age and date of birth.
- Gender.
- Ethnic background, cultural needs, religious needs/persuasion.
- Health needs & history.
- Educational history, needs, current provision, support received and required, including whether the child or young person has ALN, an IDP, agreed ALP, previous SEN statement, specialist assessments, or pending local authority decisions.

- Risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties.
- Expectations and requirements sought by the placing authority to meet the young person's needs.
- The name, address, and telephone number of the young person's case accountable social worker (if applicable).
- The young person's legal status.
- The young person's and their family's social history.
- Any special issues e.g., restriction of contact, child protection.

The information provided will assist the Headteacher in his assessment as to whether a school placement is viable and appropriate. The Headteacher will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics.

Should a referral be accepted for admission, the school will notify the finance department as soon as practically possible in order that the appropriate contract arrangements can be administered with the relevant placing authority.

The admissions register

The school will keep an up-to-date admissions register of pupils in attendance at the school.

The admissions register will be stored in line with the school's Data Protection Policy.

Monitoring and review

This policy will be updated every three years or sooner if there are any changes in legislation or practice by the headteacher.

All changes to the policy will be communicated with all relevant stakeholders.

The next review date for this policy is 05/08/2029

Annex A: Referral Process

This annex explains how referrals to Ysgol Bethania are received, assessed and progressed before a pupil is admitted. The purpose of the process is to make sure that the school has enough information to decide whether it can meet the pupil's education, safeguarding, wellbeing, health and additional learning needs safely and effectively. The process also ensures that parents/carers, pupils, local authorities and relevant professionals understand what information is required and how decisions will be made.

The referral process should be proportionate to the pupil's circumstances. Some referrals may be straightforward, while others may require additional records, professional advice, risk assessment, a visit, or a multi-agency discussion before a decision can be made. No pupil should start at the school until the school has confirmed that the placement is suitable and that essential planning arrangements are in place.

1. Initial enquiry or referral

When an enquiry or referral is received, the school will record the referral date, the name and role of the person making the referral, the pupil's details, and the reason a placement is being requested. The school will clarify whether the referral is being made by parents/carers, a local authority, another school, Ysgol Bethania, or another professional body. The school will also confirm whether consent has been obtained or whether there is another lawful basis for sharing information.

At this stage, the school will provide or request the relevant application or referral form and explain what supporting evidence is needed. This may include education records, attendance information, safeguarding information, health information, behaviour records, current support plans, any IDP or ALP, social care information, and professional reports.

2. Information gathering

The school will gather enough information to understand the pupil's needs, strengths, risks, current provision and any barriers to learning. Where a pupil has additional learning needs, the school will request the current IDP and information about the additional learning provision that must be delivered. If the pupil does not have an IDP but there are concerns about possible ALN, the school will seek further information from parents/carers, the current school and, where appropriate, the local authority.

If key information is missing, unclear or out of date, the school may request further documents, ask for a professional discussion, or pause the referral assessment until the information is available. This is to ensure that any admission decision is based on accurate and current evidence.

3. Suitability and risk assessment

The headteacher or delegated senior leader will review the referral evidence and assess whether the school can meet the pupil's needs within its registration, staffing, expertise, curriculum and premises. This assessment will consider safeguarding, welfare, behaviour

support, health needs, supervision requirements, peer group compatibility, transport considerations where relevant, and the school's ability to provide any agreed ALP.

The school will also consider whether reasonable adjustments or additional support arrangements are required and whether these can be put in place before admission. If risks are identified, the school will decide whether they can be reduced or managed through agreed strategies, staffing, transition planning, professional advice or review arrangements.

4. Meeting, visit and pupil voice

Where appropriate, the school will arrange a meeting with parents/carers, the pupil and relevant professionals to discuss the referral. The meeting should help the school understand the pupil's views, wishes and feelings, what has worked well previously, what support is needed, and any concerns about transition. The pupil should be supported to contribute in a way that is appropriate to their age, understanding and communication needs.

A visit, observation, taster session or transition activity may be arranged if this would help the school reach an informed decision or support the pupil to understand the setting. Any visit or transition activity will be planned with appropriate safeguarding and supervision arrangements.

5. Decision and offer

Following assessment, the school will confirm the outcome in writing. If a place is offered, the offer will set out the proposed start date, transition arrangements, documents required before admission, any agreed reasonable adjustments, any support or risk management arrangements, fees or commissioning arrangements, and review points. Where the place is funded or commissioned by a local authority, the school will confirm the information required to complete contractual and funding arrangements.

If a place is not offered, the school will explain the reasons clearly. Reasons may include that the school cannot reasonably meet the pupil's needs, cannot deliver the required ALP, cannot manage identified risks safely, or does not have suitable capacity within its registered provision. Parents/carers and, where applicable, the local authority will be signposted to the relevant complaints, ALN, disability discrimination or tribunal route.

6. Transition and admission planning

Before the pupil starts, the school will agree a transition and admission plan. This may include agreed start dates and times, staff briefings, communication arrangements, safeguarding and medical information, attendance expectations, behaviour support strategies, risk assessment updates, transport arrangements where relevant, and arrangements for reviewing the placement. Where the pupil has an IDP, the school will ensure staff are aware of the agreed ALP and will contribute to review arrangements with the maintaining body.

The school will keep referral and admission records securely and in line with the Data Protection Policy. Information will only be shared with staff and professionals who need it to support safe admission, planning and provision.

