



Admissions Policy

Date	Review Date	Coordinator
May 2017	May 2018	Tahir Shaikh

Al-Aqsa School is an independent, fee-paying faith based school providing co-education from the age of 3 to the end of primary school, and a secondary girls school. We welcome children from all faiths, cultures, races and family backgrounds who would like to experience the ethos that Al-Aqsa school provides. We also welcome children with disabilities and special needs, if the school and parents agree that their needs can be sufficiently met within the school.

Aims of the Policy

- To provide information to parents about our admissions criteria and procedure at the school
- To establish and maintain a fair and open admissions policy with consistent principles

Responsibility for the Policy and Procedure

Role of the Trustees & Governing Body

The Trustees are the proprietors of the school and the Governors have strategic oversight of the school improvement plan. Together, they have agreed the admissions criteria articulated in this document. The Trustees have:

- a duty to consider all applications to this school fairly and openly;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of

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this policy

Role of the Headteacher

The Headteacher in conjunction with the Admissions Committee will:

- ensure that all applications are looked at fairly and openly;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff; monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Admissions Criteria

Admission to this school shall be determined by the criteria set out below, which are listed in order of priority:-

1. Children who are looked after by the Local Authority;
2. Priority will be given to applications on a first come first serve basis
3. In the event of over-subscription the following sub-criteria will be applied:
 - A. children who have a staff member working at the school at the time of admission will be admitted in preference to those who do not.
 - B. children who have older siblings at the school at the date of admission will be admitted in preference to those who do not. However, this is on the condition that school fees have been kept up to date;
 - C. where there is more than one case as in (B), priority to be assessed on the basis of those children closest in age to the elder siblings already at the school at the date of admission;
4. The school welcomes children with SEN and disabilities, but recognises that it does not have the same facilities as special schools, and state schools with

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dedicated units and resources. It is important that the school and parents have an open discussion at the point of entry, and after admission should SEN/disability become apparent to ensure that the needs of the child are being met. If the school concludes that the child needs specialist support, it will work with parents to make a transition to a more appropriate centre of education, and provide as much support as possible for the family and child involved.

5. At the point of entry for children in Year 1 and above , parents will be required to pay for an admissions test. Whilst we do not have upper boundaries pre-set for admissions, we do require that children are at least working at (or close to) the expected national level for English and maths. The aim of this process is to ensure that we do not have classes with an unmanageable difference in ability, as this can adversely affect the outcomes of other children especially in a one-form entry school. Previous school reports will be requested to establish patterns of behaviour and attainment at the child's old school.
6. For children who have English as an additional language, parents should note that the school does not have dedicated resources to assist in this regard. The admission criteria above, including point 5, will therefore apply. If the child is able to engage at the level of his/her expected level judged by national standards, we will admit him/her to the school. Please note that this does not apply to Early Years.
7. All admissions are subject to an interview by the Head Teacher or a Deputy to establish suitability of the child and parents with the school. The interview will try to grasp the ethos of education that the parents have and whether this fits in with the school's vision.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- apply by using the appropriate application form;
- be aware of the deadline for admission applications;
- be aware of their right of appeal if their application is unsuccessful.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half

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term newsletters

- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Headteacher:	Tahir Shaikh	Date:	
Chair of Trustees	Ibrahim Hewitt	Date:	