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YORK STEINER SCHOOL

ADMISSIONS POLICY

Approved by:	Board of Trustees	Date: July 2023
Last reviewed on:	July 2023	
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The procedure for applying to York Steiner School ('the School', 'we' or 'our') is set out in a document titled ['Information for families joining the school'](#). This document sets out our overarching admissions policy and the two documents should be read together.

In this policy, the word 'applicant' refers either to the applicant pupil or to their parent(s) or carer(s), depending upon context.

Admissions Procedures and Entry Requirements

The School aspires to a non-selective admissions policy and does not discriminate between applicants on grounds of physical or intellectual ability, gender, religion, ethnic origin or for any reason other than its capacity to meet the applicant's educational needs. The School wishes to treat all applicants fairly and openly, and to be timely and effective in its communication with them.

The school does not administer admissions tests and has no fixed entry requirements. However, the school does need to ascertain through the admissions process (written documentation, interview, trial) whether the pupil can access the curriculum i.e. whether the school can meet need. The admissions process will examine the student's academic ability and potential as well as their social and behavioural development. It will also seek to identify any particular pastoral and/or special educational needs of the prospective student.

All applicants to the school for Classes 1 to 10 will have a trial visit for a period of two to three weeks in the class. Before the trial period, an initial parents' meeting will be held with the parents, the class teacher, the SENDCo (if appropriate) and the Head Teacher. In Classes 6 to 10, the pupil will also be interviewed by the class teacher. The aim of this process is to gauge the suitability of the school for each pupil and the suitability of each pupil for a particular class. A decision will be made towards the end of the trial as to whether a permanent place can be offered.

Prior to the initial parents' meeting, the school will request copies of school reports/references (if applicable) and any SEN information available including EHCP, current school provision, IEPs. The school will seek information about the student's academic ability, attitude, behaviour, involvement with the school community, talents and interests and other special circumstances such as special educational needs or disability. Parents are also required to fill in a detailed questionnaire about their pupil which will feed into the admissions process and is particularly helpful if the pupil has been homeschooled prior to admission.

(Please see the section below: The capacity of the school to meet the Educational Needs of the pupil)

All parents/carers will be required to complete all finance forms prior to pupils commencing school. The School will however refund all payments made, if the trial period of two weeks (or more, where agreed with Headteacher) is unsuccessful.

Where families join with more than one pupil, on the rare occasion that one pupil settles and the other pupil doesn't, school will refund all fees charged to the family.

We reserve the right to extend the trial period.

The criteria for admission are as follows:

- the availability of a place in the class appropriate to the applicant's age;
- the capacity of the School to meet the applicant's educational needs, taking into account its responsibility to the pupils already in the class and the distinctive nature of the curriculum;
- the ability of the applicant's family or guardian(s) to meet their voluntary commitment and financial payment requirements.

The Capacity of the School to Meet the Applicant's Educational Needs

The School operates a unique volunteer commitment and financial payments structure designed to be as inclusive as possible to people from all backgrounds. As a result of this, there are some constraints on the resources available to support pupils requiring additional learning support and/or having special educational needs. Each class is, however, able to accept some pupils with specific learning needs. Extra help for these pupils is available from the dedicated Learning Support Department.

When the School considers that an applicant may have special educational needs, these needs will be assessed with regard to:

- the pupil's own needs;
- the resources available in the Learning Support Department to meet those needs; and
- the make-up and balance of the class they are joining.

This assessment will be made by the Headteacher, Class Teacher and SENDCO, then reviewed by the Education Mandate Group (EMG).

If, following the assessment, the School considers that it cannot meet the applicant's educational needs, it will write to the applicant explaining the reasons for this conclusion.

In some cases, places may be offered subject to conditions requiring, for example, extra tuition. Any such conditions will be clearly set out when offering a place.

When the School considers that it can meet an applicant's educational needs in Early Years (Kindergarten), it does not automatically follow that it will be able to do so in Classes 1 to 10. The progression from Early Years to Class 1 is therefore subject to an individual assessment of the School's capacity to meet the pupil's continuing educational needs. If concerns are identified, this will form part of an ongoing dialogue between teachers and parents and a final assessment will be made during the pupil's final year in Kindergarten.

The Availability of Places

Each year group in Lower, Main School and Upper School can under normal circumstances accommodate 25 pupils in each class.

These are the levels at which the classes are regarded as technically full. When the number in a class is below these levels, places will usually be offered to applicants who meet the other criteria for admission in the following order:

1. to the pupils of staff coming to or already working in the School;
2. to the siblings of existing pupils;
3. to the pupils of past pupils of the School;
4. to pupils from other Steiner schools;
5. to those families who have demonstrated their commitment to Steiner education to the satisfaction of the School;
6. on a first come, first served basis.

If a place is offered but not taken up, if the place is still wanted and that is communicated to the School, the applicant will be placed at the bottom of the waiting list. At the end of each academic year, the School will contact all those on the waiting list to ask if they wish to remain on it.

The School may, at our discretion, decide to admit additional pupils above the level at which the class is generally considered 'full', provided that the educational needs of the pupils to be admitted and those already in the class, can continue to be met. Decisions will be taken on an individual basis and may take into account the ease with which applicants are expected to adjust to the class and the curriculum.

Kindergarten places are initially allocated based on a pooling system. All families applying before the advertised cut off point are interviewed for a place in Kindergarten; places are then allocated based on the criteria above. When Kindergarten is full, a waiting list will be opened up.

Parental Payment

As an independent, non-state funded school, parents/guardians are required to contribute with both a voluntary commitment and also financially towards the operating costs of the School. It is a community endeavour. Financial payments are intended to be contributions to the cost of running the whole School and does not reflect the cost of providing the education to an individual pupil.

Applicants are required, as part of the application process, to agree to pay the requested 'per pupil' amount. If it is not possible to meet this, we offer a reduced payment option which is based on household income. Whilst there is a minimum payment, as stated, one of the School's objectives is to be as socially inclusive as possible and to welcome families with a wide range of financial circumstances.

Applicants are expected to be aware of the School's need for non-financial support, as set out in the statement published in 'Information for families approaching the school'.

APPENDIX A

York Steiner School's classes and their equivalents in the State sector:

The chart below is designed to show the order of the classes at York Steiner School, the ages of the pupils in each class and how these correspond with schools in the state sector. The cut off birthdate for a class is 31st August, while in the state sector it is the 1st September. We regard the month of August as a borderline month and will look especially carefully at pupils with August birthdays. pupils enter Class I in September after their sixth birthday.

York Steiner School	Age	Mainstream
Parent & Child	0 - 3 1/2	Playgroups, Nurseries
Kindergarten Yr 1 and 2	Rising 3 – 5	Primary (Reception)
Kindergarten Yr 3	5 – 6	(Infants) Yr. 1
Class 1 Lower School	6 – 7	Year 2
Class 2 Lower School	7 – 8	Year 3 – Juniors
Class 3 Lower School	8 – 9	Year 4
Class 4 Lower School	9 – 10	Year 5
Class 5 Lower School	10 – 11	Year 6
Class 6 Middle School	11 – 12	Year 7 – Secondary
Class 7 Middle School	12 – 13	Year 8
Class 8 Middle School	13 - 14	Year 9
Class 9	14 - 15	Year 10
Class 10	15 - 16	Year 11