



# **Applications and Admissions Policy**

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## 1. Rationale

Alleyn's Regent's Park offers a scholarly, values-led, holistic and joyful education within the community and far beyond it. Like the school's player founder, students are creative, pioneering and philanthropic, embracing a spirit of possibility, collectively and individually. The school aims for students to be "all they can be": kind, happy, inspired, and, having found their 'thing', ready to lead and to make a positive difference in the world when they leave.

This policy aims to ensure that the admissions process enables Alleyn's Regent's Park to achieve its guiding principle: 'All We Can Be'. Academic merit for prospective students is important. As well as this, the school seeks to understand the academic potential of every applicant, their character, and their prospective contribution to the life of the school. This aligns with the Alleyn's approach to holistic education, through 'AiQ', AEQ' and 'All In'.

## 2. Introduction

Alleyn's Regent's Park is an independent academically selective co-educational day school admitting children aged 4 to 11 years of age.

The aims of this policy are:

- to set out the criteria and procedure for enquiries, pre-registration events, and admissions which are clear, fair and ensure compliance with the Equalities Act 2010.
- to ensure that the abilities and aptitudes of applicants joining Alleyn's Regent's Park (**'the school'**) match the ethos and standards of the school, that the child may benefit from the opportunities offered and the child will be able to make a positive contribution to the life of the school.
- as above, to ensure that the admissions process enables Alleyn's Regent's Park to achieve its guiding principle: 'All We Can Be'.

References to parents in the policy means a parent or legal guardian (or the parents or legal guardians) of a child or applicant to the school.

This policy is available on the school website and on request from the school office and can be made available in large print or other accessible format, if required.

Where a prospective student is disabled, the school will discuss with parents (and their child's medical adviser's, and/or the Local Authority, where appropriate) the adjustments that can reasonably be made for the child if they become a student at the school, to ensure that the prospective student is not put at a substantial disadvantage compared to a student who is not disadvantaged because of a disability.

In exceptional circumstances, where despite reasonable adjustments it may be determined that the school may not be able to offer a prospective student a place. For example, if, despite reasonable adjustments, a prospective student is not going to be able to adequately access the education offered, or that their health and safety, or those of other students or staff may be put at risk, it may not be possible to offer a place.

Sometimes, the situation of students with disabilities and/or special educational needs changes. The school requires parents to be proactive and transparent in updating the school as to any relevant changes which mean that the information provided during the application process is out of date or incomplete. In most cases, this will not affect a

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student's place at the school (where a place has been offered). However, the school may, in exceptional circumstances, need to reconsider the offer of a place to ensure that the placement remains appropriate, if a student's circumstances change materially. It is in the student's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming in their communications with the school about any material change to their child's circumstances.

### **3. Equal Treatment & Access Arrangements**

The school welcomes applications for admission from students of all backgrounds. This policy applies to all students, including those in the Early Years Foundation Stage.

All applicants for admission will be treated equally, irrespective of their, or their parents' sex, race, sexual orientation, religion or belief, pregnancy or maternity, gender reassignment, or any disability or social background. Applicants will also be treated equally in respect of their parents' age, gender or marital or civil partnership status.

If an applicant has any allergies, special educational needs, or a disability, parents or guardians must notify the school on the Application Form, providing full written details in the dedicated space provided on the form.

Parents must let the school know about any requirements which may affect a child's ability to participate in a taster/trial session or day in school and/or their ability to participate in any pre-admission assessments so that the school can make appropriate provision for them.

Where necessary, parents will be asked to provide a copy of an Educational Psychologist's report or any other report in respect of their child's learning needs or medical condition. This is so that the school can assess the child's needs, what support is required and consult with parents (or the Local Authority if an EHCP is in place) about the adjustments which can reasonably be made and so that the school can ensure, for example, that their child will be able to adequately access the education and opportunities offered at the school and that the school is able to ensure their health and safety, and the health and safety of others (including staff and students). The cost of such reports will usually be the responsibility of the parent, though may be commissioned by the local authority as part of an EHCP needs assessment.

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#### 4. Enquiries

Applications and enquiries from within the UK should be made to the Registrar. Further information about the school's application process, including for within year applications can be found on the school's website.

For applications being made from outside of the UK families can either contact the Registrar directly, if they know that they wish for their child to attend Alleyn's Regents Park, or via [international.admissions@cognita.com](mailto:international.admissions@cognita.com), which is managed by the Cognita International team who can advise families on best-fit Cognita schools for the child.

Additionally, education agents and consultants will often contact members of the Cognita International team to enquire about availability in certain year groups and sometimes for advice on the best-fit Cognita school for their clients' children.

The international team will field these applications, handing them over to the school's team at the assessment stage.

#### 5. Visits

Prospective parents are encouraged to visit to see the school in action and to meet the Head. Each Autumn and Spring term there is an open morning, which is an opportunity to tour the school on an informal basis. Details about scheduled open mornings are published on the school website. Personal tours are also available for families not able to attend an open event and requests for these should be made to the Registrar.

#### 6. Application

Following a visit, parents wishing to apply for a place for their child should complete an online application form and make payment of the application fee. The application fee covers the cost of administering the registration procedure, including the waiting lists and is non-refundable. Application is an indication of interest and is not a guarantee of a place. The deadlines for applications for the following year of entry are advertised on the school's website and are in November prior to the year of entry.

The school will respond by confirming that the child's name has been placed on the admission list for the relevant term and year. If the year group is fully subscribed, they will be placed on a waiting list.

#### 7. Admissions Procedure

All children joining the school will be assessed to understand their academic potential, their character and their possible contribution to the life of the school.

The requirement of the prospective students to provide information about any allergies, special educational needs or disabilities as detailed above under "Equal Treatment" will apply in the same way when a student is applying to enter another year group (i.e. outside the usual formal entry routes).

A reference request will be sent to the current school, or setting, of all applicants.

The offer of a place is not automatic.

##### Entry at Reception (4+)

Assessment for entry at 4+ takes place in January of the year of admission. Children will be invited to participate in small group sessions, according to their age, focusing on key areas including language development, practical reasoning, and group interaction.

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Observational activities will be carried out within the early years' warm and welcoming environment, to identify children who are well-placed to embrace and reflect the school's ROCCK values.

#### Entry at Year 1 (5+) and Year 2 (6+)

Applicants are invited to attend a Taster Morning during the Spring Term of the year of entry, during which they are observed in the classroom, during a recreational break and during group activities, as well as completing assessment activities in the classroom, measured against formal age-related criteria. These activities include written tasks, covering aspects of Maths and English. As with entry into earlier years, this process aims to identify those applicants that are well-placed to embrace and reflect the school's ROCCK values.

#### Applicants from outside of the UK at 4+ to 6+

The school's Admissions Team will arrange for families to have an online interview with a member of the school's Senior Leadership Team, which will encompass observational assessment and the opportunity to explore further the applicant's interests and character. The process will also include a review of references and/or reports from the applicant's current school/setting.

#### Entry at Year 3 (7+) and Years 4-6 (8+, 9+, 10+)

The admissions process consists of selective academic assessments, group activities, an interview and a review of previous reports and references from the applicant's current school.

Applicants are invited to an Assessment Day to undertake the school's admissions tests in Maths, English, Verbal Reasoning and Non-Verbal Reasoning.

Applicants will also take part in a range of group activities designed to assess their potential to contribute to school life, though the embodiment of the ROCCK values (Respect, Opportunity, Curiosity, Courage and Kindness).

Those applicants successful in this process will be invited to an interview with a member of the School Leadership Team which will explore further their potential to achieve the school's guiding principle of 'All We Can Be'.

#### Applicants from outside of the UK at 7+ to 10 +

The school's Admissions team will arrange for international applicants to sit entrance assessments in their countries of residence. Formal academic assessments will be undertaken online through the school's dedicated assessment portal. Ideally, these will be conducted at the student's current school under exam conditions, with a teacher invigilating. The school understands that it is not always possible to put such arrangements in place and are happy to work with families to agree appropriate alternatives, e.g. at a student recruitment agents or local British Council office, or online with remote invigilation by the Alleen's Regent's Park School Registrar.

The process will also involve an interview with the Head of School, and a review of the applicant's reports and references from their current school, which will demonstrate the applicant's interests, character and alignment with the school's values.

#### International and occasional place applicants

Alternative assessment arrangements may, in some circumstances, be made for non-UK resident applicants, those applying for in-year places and those missing the applications window. In all cases, the school aims to identify students who will thrive in the school

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environment and have the potential to embrace the school's ROCK values.

## **8. Admissions Panel, allocation of Places, Offers and Waiting List**

The Admissions Panel consists of the Headteacher, the Deputy Head, and the Head of Admissions. The Registrar is secretary to the Admissions Panel. In all matters relating to admissions, the decision of the Headteacher is final. Please refer to the school website for details of application deadlines.

The Admissions Panel convenes to decide to whom offers will be made. After this, results are emailed to all applicants on advertised dates.

Some applicants who are not offered a place may, nevertheless, be placed on a waiting list. This will be communicated at the point of feedback, and should a vacancy arise, applicants on the waiting list will be reconsidered based on their admissions assessment outcomes, and an offer of a place may be made. The waiting list will remain active until the September following the assessments.

In September, remaining applicants on the waiting list will be contacted by the Registrar and given the opportunity to join the Occasional Vacancy List, alongside other interested applicants. Those on the Occasional Vacancy List will be contacted for a fresh assessment if a place becomes available before the next formal assessment point.

International students who do not receive an offer of a place will be referred back to the Cognita International team, who will offer support and guidance in securing a place at another Cognita UK school that has availability and/or can meet their needs.

There is no recourse to appeal against the decision of the Headteacher.

A place is confirmed once a formal offer has been made by the school and the required deposit and completed Acceptance Form have been received by the school in return. The school reserves the right to withdraw an offer of place in circumstances when the school becomes aware that material information provided as part of the child's application is intentionally false or misleading.

Priority is given, in the case of equal score weighting in written and observational assessments, in the following order;

- looked after children,
- siblings of children already at school,
- children of active staff members,
- the date and time of application.

## **9. International applications - Non-British/Irish passport holders**

Alley's Regents Park welcomes international students and celebrates the breadth international perspective they bring to the community. Cognita Schools Ltd holds a licence to sponsor international students on Child Student and Student visas and the Cognita International team works with parents and their agent representatives to satisfy the due diligence requirements prior to raising the Confirmation of Acceptance for Studies (CAS) that they need to apply for their visas. Non-sponsored international students need to prove they have the right to study in the UK (i.e., an in-date passport and visa share-code, and the same for one parent if the child's visa is dependent on them) prior to enrolling at the school. More details are published on the International Students page of the school website.

The school's Admissions Team will arrange for international applicants to sit entrance

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assessments wherever they are in the world. Formal academic assessments will be undertaken online through the school's dedicated assessment portal for 7+ onwards. Ideally, these will be conducted at the student's current school under exam conditions, with a teacher invigilating. The school understands that it is not always possible to put such arrangements in place and are happy to work with families to agree appropriate alternatives, e.g., at a student recruitment agents or local British Council office. Part of the process will also involve an interview with the Head of School or member of the Senior Leadership Team, and a review of the applicant's reports and references from their current school, which will demonstrate the applicant's interests, character and alignment with the school's values.

Members of the school's leadership team may travel to popular international markets (e.g., Hong Kong SAR and Mainland China) to assess and interview children in person.

## **10. The Parent / Legal Guardian Contract**

The terms upon which the school educates each child are set out in the school's Parent Contract as amended from time to time, which will be made available to parents as part of the admissions process. The Parent Contract is sent to parents upon the offer of a place. Each year, contracts are re-issued with any changes highlighted.

## **11. Admissions Register and Record Keeping**

The school maintains an Admissions Register in line with regulatory requirements of the UK government. Applicants' details will be held on file with due regard to data protection legislation, the School's Privacy Notice and Data Retention Policy. The school will not hold the personal data of a child or you for longer than is necessary for a lawful purpose.

For each student, the Admissions Register must contain:

- Name in full and Day, month and year of birth
- Gender
- Name and address of every person known to the proprietor to be a parent of the student (and an indication of which parent the student normally lives with, and which parents hold parental responsibility as defined by Section 3 Children Act 1989). Note: parents holding parental responsibility, even if not actually caring for the child, have a right to receive relevant information from the school in respect of any pertinent matter affecting the child, unless a court order indicates otherwise. Where a parent notifies the School that a student will live at another address, in addition or instead; the new address, the full name of the parent with whom the student will normally live with in future and the date from which it is expected the student will normally live there, where it is reasonably practicable for the School to ascertain this information
- At least two emergency contact numbers for students with two or more parents, i.e. one per parent or at least two emergency contact numbers for children with single parents (where possible)
- Day, month and year of admission or re-admission to the school
- Name and address of the school last attended, if any; and
- The name of the destination school (or additional school, in the case of dual registration) notified by a parent and the first date of attendance, where it is reasonably practicable for the school to ascertain this information (a new requirement introduced from September 2016)
- International Students: Valid passport and visa proofs throughout the duration of enrollment at the school. Valid passport and visa proof for one parent, if the student's visa is dependent on theirs. New documents will be required at least three months prior to expiry

The name of a student must be included in the register from the beginning of the first day on which the school has agreed, or has been notified, that the student will attend the school. For most students, the expected first day of attendance is the first day of the school year. If a student fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

The school will inform their local authority (where the school is situated) when a student's name is going to be deleted from the Admissions Register on certain grounds. In summary, these are:

- When the child has been taken out of school to be home educated
- When the family has apparently moved away
- When the child has been certified as medically unfit to attend
- When the child is in custody for more than four months; and
- When the child has been permanently excluded.

Schools must notify their local authority when they add or remove a student's name from/to the Admissions Register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. The lawful grounds for removing a student, including the original ones above, and the information to be reported to the local authority, are set out in detail in Children Missing Education (DfE, 2025). Schools have a duty to provide information to the local authority for standard transitions if requested.

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