Boundary Oak School

# Admissions Policy

## 2026-2027

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| **PERSON RESPONSIBLE FOR THE LATEST REVISION** | Head of Marketing and Admissions |
| **LAST REVIEW** | November 2026 |
| **LAST UPDATE** | November 2026 |
| **NEXT REVIEW** | November 2028 |

# 1) OVERVIEW

Boundary Oak School is a co-educational independent day school for children aged 2 years 9 months to 16 years with boarding facilities for children aged 9 to 16 years.

Choosing the right school for your child is one of the most important decisions a family will make, and we believe that experiencing our school first-hand is an invaluable part of that process.

Throughout the academic year, we host a range of School in Action and Open Events, providing an introduction to school life and the opportunities available to our pupils. However, we are pleased to welcome visitors throughout the term time for private and personalised tours and during the school holidays for exceptional circumstances.

During your visit, you will have the opportunity to explore the school's facilities, observe the school in operation where appropriate, and gain a genuine insight into the Boundary Oak School experience. Families may also have the opportunity to meet with the Head of School and or member of the Senior Leadership Team to answer any questions they may have.

To arrange a visit, please contact the Admissions Team via telephone on 01329 280955, or email admissions@boundaryoak.co.uk or complete a enquiry form via our website. We look forward to welcoming you to Boundary Oak School.

## Who does this policy apply to?

This policy applies to all prospective pupils and their families, as well as all Boundary Oak School staff involved in the recruitment, admission, assessment, and enrolment of pupils. It covers all stages of the admissions journey, from initial enquiry and school visits through to registration and entry.

- All prospective pupils and their parents/carers/guardians considering admission to Boundary Oak School.
- Members of the Admissions Team responsible for managing enquiries, visits, applications, assessments, offers and enrolments.
- The Head of School and Senior Leadership Team involved in the admissions process and school visits.
- Other members of staff who support admissions events, private tours, taster days, assessments or any other part of a prospective pupil's application.

## 2) EQUAL TREATMENT

Boundary Oak School is committed to providing a fair, transparent and inclusive admissions process. The School welcomes applications from all families of children who are the right age for the school regardless of gender, race, religious, socio-economic or cultural background. We encourage application from candidates with as diverse a range of backgrounds as possible. We are mindful of our obligations under the Equality Act 2010 and will make reasonable adjustments where appropriate to ensure that prospective pupils and their families are able to engage fully with the admissions process. This enriches our community and is vital in preparing our pupils for today's world.

## 3) ENTRY CRITERIA

Boundary Oak School is academically selective, and admission is dependent upon a prospective pupil meeting established educational standards and demonstrating a willingness to contribute positively to the ethos and values of the School.

Selection is based on academic merit and is assessed through entry taster days or sessions, assessments, reports, and references from the candidate's current school. Our selection process is designed to identify pupils who will benefit from a well-rounded and balanced education and who will make a positive contribution to the life of the School.

We seek well-rounded pupils with a genuine interest in education in its broadest sense, including interests that extend beyond the academic curriculum. The School has strong traditions in music, drama, art, and sport, alongside a wide range of extracurricular activities. Participation in these opportunities plays an important role in developing confident, well-balanced individuals.

Throughout a pupil's time at the School, Boundary Oak will seek to ensure that each pupil contributes positively to the educational experience of their peer group in the broadest sense. Equally, the School must be satisfied that a pupil's membership of that peer group does not have an unacceptably adverse impact on the educational experience of other pupils within the community.

All pupils at Boundary Oak School are expected to demonstrate positive conduct, commitment, and application to their learning. Where a pupil's behaviour is considered to have a negative impact on their own progress or on the progress and wellbeing of others, the School reserves the right to recommend an alternative educational provision.

In turn, the School must be confident that it is able to develop each prospective pupil to the best of their abilities, in line with its educational aims and the standards achieved by the wider peer group.

We are firmly committed to inclusivity and to providing every child with the best possible start in life. Irrespective of any special educational needs or disability (SEND), all children are considered for admission to the School, provided they have the ability and aptitude to access an academic curriculum. Children whose SEND needs can be appropriately supported within the School's curriculum and provision are welcomed, provided that the necessary resources and facilities are available to meet those needs effectively.

At present, the physical nature of the School and the manner in which it operates may present challenges for individuals with impaired mobility. The School's buildings, many of which are of historical significance, are spread across a large campus. In some cases, listed building status makes it impossible to make alterations that would improve accessibility to particular buildings.

## Information Sharing

We require parents to inform the School at the outset of the application process about any needs which their child may have or any other significant matters which the School should reasonably be aware of because, for example, it would necessitate tailored provision and/or would materially impact on their child's attendance at School and/or ability to engage in day-to-day School life. The School may wish to discuss these matters with the parents and/or require some further information.

Parents must ensure that information provided is accurate, complete and not misleading and relevant details and information (or changes to them) are shared in a timely and transparent manner.

A failure to disclose relevant information and/or the provision of inaccurate, incomplete or misleading information may - in some cases - lead to the withdrawal of an offer or termination of the School's Parent Contract.

## Pre-Conditions for Admissions are:

- That children are of appropriate age and sufficient maturity for their proposed cohort (particularly for the EYFS)
- The School is able to provide adequately, given any reasonable adjustments, for any learning difficulties or disabilities the child may have
- That children are able to access the curriculum, allowing for reasonable adjustments, at the academic level of their chronological age group

- The child's current School (where applicable) is able to provide satisfactory reports regarding the child's attainment and behaviour, and verbal references of satisfactory attitudes and conduct on the part of the parents
- Fees (if applicable, and including fees in lieu of notice) at the child's current school have been paid in full
- At the point of application, and thereafter, prospective parents must fully disclose any learning support assessment or identified need, medical condition or disability, which could require specialist treatment, support or equipment, and any behavioural or disciplinary issues. This information is essential to assist with any interview or other pre-assessment screening. Please note that specialist, behavioural and/or disciplinary support may incur additional fees.

## BEFORE A CHILD JOINS BOUNDARY OAK SCHOOL:

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue to support them as long as:

a) we have the appropriate resources and facilities to provide them with the support they require,

and

b) we believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

## 4) ADMISSIONS PROCESS

- Following an tour or attendance at an open event and would like to proceed with the admissions process, they are invited to complete the registration form for the candidate. The completion of the registration form is supported by a non-refundable registration fee of £180 (including VAT) for all pupils.
- There are three strands to the admission of new pupils: a two day 'Taster Session' which includes an overnight stay for boarding candidates, an assessment of the pupil's academic ability and a formal collection of references from their current school along with the pupil's latest school reports. The admissions process happens in stages; taster sessions are designed to allow prospective pupils to experience life at Boundary Oak School, and if a pupil does not meet the expected standard in their taster days or reports/references, they will not be invited to proceed onto assessments.
- In years Reception to Year 3, assessments take place in the classroom with a teaching assistant, during their taster session. In Years 4-11 assessments are supervised by the Admissions Team and take place following successful taster sessions. The assessment focuses on verbal and non-verbal reasoning, and English and mathematical skills. In cases of uncertainty, particularly around specific learning, emotional or behavioural needs, further assessments or more taster days may be required.
- Once taster sessions and assessments have been completed, these results and the feedback from staff at the school is collated and reviewed by the Head of Marketing and Admissions with the Head of School. Then, in the event of a place being offered, the Admissions Team will make a verbal offer of a place, via telephone to the family, followed by a formal letter from the Head of Marketing and Admissions thereafter.

- Places are limited at Boundary Oak, and the offer of a place will be dependent on the pupil's cumulative scores in the following areas of the selection process:
    - Assessment scores
    - Previous school reports
    - School reference
    - Feedback from taster days/sessions
    - Contribution to the curricular and co-curricular programme at the school
    - Contribution to the wider community

A place can only be guaranteed once the school has received a deposit from the prospective family. This will be refunded should the pupil leave the school provided due notice has been given according to our Terms and Conditions, or when pupils have completed their education at the school which is deemed to be the end of Year 11. The deposits payable at the school are:

- Day Pupils £500 + VAT (£600)
- UK and European Boarders £1,000 + VAT (£1,200)
- International Boarders outside of Europe £4,000 + VAT (£4,800)

## Selection Criteria for Waiting Lists

Once a pupil has passed the required selection process and there is a waiting list for the relevant year group or there is a shortage of places, the following criteria may be applied as places become available:

- Date of registering an interest in the school and date of paying the deposit.
- Sibling Links: where possible, we will make every effort to accommodate siblings, however, no guarantee is made to offer every sibling a definite place.
- Number of years they are intending on staying at the school.
- Connection with the School: where possible, we will make every effort to consider any connection the family may have with the school.
- Financial Considerations: The parents' ability to pay may be relevant and it is common practice to seek references about parents' payment history from any previous independent school attended.
- Character, engagement, contribution and performance in relation to all areas of school life.

## Sibling Policy

Most siblings join us at Boundary Oak School. However, admission is not automatic, and there may be occasions where we advise that a sibling is likely to thrive better in a different academic environment. Additionally, siblings may have to join a waiting list if they are not registered in good time.

Our sibling discounts are as follows: 10% for first sibling and a further 10% for every subsequent sibling at the school simultaneously up to five children. Further sibling discounts will be discussed on a case-by-case basis with the Head of School. The discount applies to the younger child/children.

## Appeals

There is no appeal process for admission to the school. The decision of the Head of School and Head of Marketing and Admissions is final.

## False Information

Where the school has made an offer of a place based on a fraudulent or intentionally misleading application, the offer of a place will be withdrawn.

# 5) EARLY YEARS ENTRY (PRE-SCHOOL & RECEPTION)

Children are welcomed into Pre-School from age 2 years and 9 months (the term they turn three years old). No formal assessment of a child in Pre-School and Reception is undertaken although if the child is at a setting while undergoing an application, Boundary Oak School will a reference from this institution. In the event the child is not at a setting prior to starting at Boundary Oak, parents are expected to inform the school of their child's general development and any identified special educational needs prior to a place being offered. Places are not automatic, and in some rare cases, a place will not be offered if we judge that the child's development is below expectation or that they will not flourish in the environment we offer.

Although we do accept intra-year admissions throughout the school, Pre-School entry points are September, January and April to coincide with the start of each new term. Exceptions can be made if needed, but this is to ensure a smooth and positive transition for new Pre-School children.

If there are a shortage of places in the Pre-School, priority will be given to those with siblings and those who intend to stay at Boundary Oak for the duration of their schooling.

## Pre-School Admissions Process

- Following a tour or attendance at an open event and would like to proceed with the admissions process, they are invited to complete the registration form for the candidate. A non-refundable fee is not applicable.
- At this stage, the school would determine the number of sessions and availability for the family registering. If the child can be accommodated into the setting, the school would then collect a reference if the child were at a setting elsewhere or speak with the family for further information.

- Prior to a child's start date in Pre-School, a stay and play session, alongside a series of settling in sessions are first agreed to ensure a smooth transition. There is a minimum requirement of one stay and play session and three settling-in sessions before a child joins the Pre-School. However, these sessions can be prolonged if the needs of the child require a longer settling period. This decision is at the discretion of the Pre-School Manager.
- Once settling sessions have been completed, the Pre-School Manager will confirm the official start date for the child. A confirmation deposit is not applicable.

## 6) INTERNATIONAL ADMISSIONS

If you would like to enroll your child as an overseas pupil, then please complete our registration form and return this to the admissions team. Entry requirements vary according to the age of the pupil, knowledge of English, and the course and duration they wish to study. The basic requirements are:

- Applicants must take an English assessment to assess their EAL needs. Offers will be made on condition of the pupil taking EAL tuition if required.
- Applicants must supply reports from current and previous schools.
- An interview is required and will be conducted virtually for pupils based abroad.
- There is a non-refundable fee for applications and a refundable deposit for accepting a place. Both payments must be received to conduct the admissions process and enable a pupil to start at the school.

### English as an Additional Language

Similarly, pupils for whom English is a second language will be admitted, provided they can access the mainstream curriculum, with appropriate support from the EAL department, if required. The school reserves the right to ask for an English assessment to be completed before offering a place for such pupils. On entry to school, EAL pupils will be assessed further under the supervision of EAL staff and if the support identified at this point exceeds the recommendation from the unsupervised test, the place may be withdrawn or additional charges applied to support the pupil's need.

The current termly EAL charges we have in place (see website for details) are based on their CEFR (Cambridge European Framework of Reference) levels, from A1 to B2, which determine the number of hours per week of EAL tuition required.

## Guardianship

All international pupils must have a guardian based in the UK; it is a requirement by law. There may be times when a child is ill or for example over a school holiday when the child is not able to be in school. The choice of a guardian is the responsibility of the parent, not the school. However, the school will complete its due diligence to ensure it remains compliant with Immigration regulations and safeguards the pupil. The Boarding Schools' Association (BSA) maintains a list of accredited and certified guardians here:

https://www.boarding.org.uk/497/about-us/bsa-certified-guardian-scheme

In the event a guardian is not a British citizen, the School will request documentation for the guardian to demonstrate that legal immigration status as well as confirming their identity and proof of address.

## International Admissions: Sponsored Visa

When an international applicant requests to be sponsored by the School to complete their studies at Boundary Oak School, this process is completed by the Professional Immigration Specialists Holmes and Partners who are the custodians of Boundary Oak School's license. All visa applications sponsored by the School must be completed by Holmes and Partners. This includes any Parent of a Child Student applications, as while they are not directly sponsored by us, they are linked to the sponsored Child Student application.

The School will complete their international admissions process and in the event an offer of a place is made, the family will be introduced to Holmes and Partners to complete their Child Student Visa application.

## Religious Beliefs

Boundary Oak School is non-denominational, and we do not select for entry on the basis of religious belief. However, we celebrate Christmas and Easter each year through productions, concerts and carol services which may portray the Christian stories. Likewise, our assemblies may have a Christian theme, as well as themes from other religions or humanist/secular themes.

Where pupils require it, arrangements to attend services and prayer facilities can be made available to cater for most mainstream religions. Please discuss your needs with our Head of Marketing and Admissions when applying.

We are also able to offer a vegetarian diet and cater for most allergies. Specific religious diets, such as Halal or Kosher, need to be discussed prior to admission, and may involve an extra charge.

## 7) LEARNING SUPPORT & SEND

Boundary Oak School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them the support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Parents are required to provide with the Registration Form full details of **all relevant information** about their child, **including any reports** (educational psychologist reports, medical reports or assessments or other relevant expert third party reports), material or information about their child's needs (educational health or otherwise), and this may include any final or draft EHC needs assessment (or applications for a needs assessment) or final or draft EHCP Plans (or applications for an EHC Plan).

We require parents of children with special educational needs or physical disabilities to disclose and discuss their child's requirements with the school before they attend days and/or sit entrance assessments. We need be confident that we will be able to provide for the child, and that the School can ensure, for example, that they will be able to access the education offered and that we are able to ensure their health and safety, and the health and safety of others. The School will discuss thoroughly with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or that of other pupils or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required, we reserve the right to decline a place at the School.

Sometimes, the situation of pupils with disabilities and/or special educational needs changes between an offer of a place being made and the pupil starting at the School. The School requires parents to be pro-active in **updating the School** as to any 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 pupil's place at the School. However, the School may, in exceptional circumstances, need to reconsider the offer of a place if a pupil's circumstances change materially. It is in the pupil'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 and transparent in their communications with the School about any material change to their child's circumstances.

In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision. EHCP applications need to follow the formal Local Authority consultation process.

If there are requirements for extra support that the school cannot reasonably meet within its budgetary constraints, these will be communicated to the parents, who may have the option to pay extra for them.

Limited numbers of places are available for those needing Additional Learning Support, and these will be allocated after the submission of a previous school report and/or a current Educational Psychologist's report or medical report, as well as the internal school assessment, if considered necessary. Learning support is charged at a fee as detailed on the school website. Please note Learning Support will be delivered individually or in small groups depending on the needs of the pupils.

If special educational needs or a disability becomes apparent after admission, the school will consult with the child's parents and other outside agencies as appropriate. There is an expectation that if the School considers it necessary to involve outside specialists, parents will be cooperative and supportive of this approach.

The School will consult with parents and their medical advisers about the adjustments which can reasonably be made for the child, subject to the School's Accessibility Plan and usual routines and budget constraints, both during the admission process and later as a pupil. Where the School agrees to support the provision of additional services for children with disability or learning difficulties, such as the use of extra staff or auxiliary aids, parents or guardians will be charged for these at a level that reasonably reflects the cost to the School of providing the service or facility.

Exam access arrangements and other special arrangements deemed reasonable and necessary will be made available for pupils with learning difficulties and disabilities where appropriate.

## 8) SCHOLARSHIPS

Boundary Oak School awards scholarships in Years 7 to 11. Scholarships are designed to reward excellence and to celebrate exceptional talent. Parents are asked to indicate at the time of registering if they are interested in applying for a scholarship. Details of how to apply for a scholarship will be sent to those who express interest. The scholarships and the supporting entry criteria available at Boundary Oak are:

- ACADEMICS – Standardised scores of 125 or more in English and mathematics
- MUSIC – Perform to – or be on track to – perform at Grade 6 standard in the Senior School and can evidence commitment to music clubs and or peripatetic music lessons.
- SPORT – Play a sport at the equivalent of county level or above and participate in at least one sport outside of school.
- PERFORMING AND CREATIVE ARTS – Creative arts must be demonstrated by a portfolio of evidence. You must have played a significant role in performing subjects and be an active member of the school drama clubs.
- ALL ROUND PUPIL – Positively contributes to all aspects of school life; performing consistently at a secure level or higher in academic subjects, exhibits exemplary behaviour and reaches a high standard in at least two of the following: sport, music, performing and creative arts.

Scholarships are awarded in name only. Where financial support is required, a bursary form will need to be completed.

## 9) BURSARIES

A limited number of bursaries are available. Bursaries are means-tested. Both parents are required to provide proof of their income and assets, and where appropriate other family members as well. The level of support varies according to parental need. Bursaries are typically reviewed every 12 months. When reviewed, the family is required to provide fresh information about its circumstances. Levels of support may vary with fluctuations in income or the school's ability to fund the bursary. Bursaries are normally offered to families who are resident in the UK.

A bursary may be withdrawn in accordance with the terms upon with such award is made or otherwise in accordance with the Terms and Conditions.

## 10) EQUAL OPPORTUNITIES

## Admissions

Admission to Boundary Oak School is open to all regardless of gender, race, religious or cultural background.

With regards to academic and physical disability and the terms of the SEN and the Disability Act of 2001, the School's Admissions Policy states

*"Boundary Oak School is academically selective, and admission depends upon a prospective pupil meeting established educational standards and demonstrating a willingness to contribute to the ethos to which the school aspires. Selection is based upon academic merit, which is assessed through entry tests, interview/s, taster days/sessions and reports and references from the candidate's current school.....The school's policy is to apply its admission criteria to all potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to place any applicant at substantial disadvantage compared by reason of disability."*

The Admissions Policy should be read in conjunction with the Equal Opportunities Policy.

## Curriculum

It is the intention that all courses/syllabi are made equally available and accessible to pupils of Boundary Oak School.

The curriculum and teaching at the school is intended to support and where appropriate actively promote the principles of equal opportunity.

## Pastoral

In the pastoral role the school undertakes actively to promote a culture of tolerance and understanding and equal opportunities for all.

## Practical Expressions of these Principles

### ADMINISTRATION

- School registers and all official group lists are published in alphabetical order, and in year order where appropriate
- Pupils' names are accurately recorded and pronounced correctly
- Individual staff titles are accurately recorded and used

### CLASSROOM PRACTICE

- All pupils are given opportunities to achieve success
- All pupils are given the opportunity to contribute orally
- Teachers are aware of where pupils sit within the classroom and encourage a mix of gender where appropriate; classroom tasks should be shared out irrespective of gender
- Staff have high expectations of all pupils

### CURRICULUM

- All pupils have equal access to all areas of the curriculum
- The school challenges stereotyping of subjects
- The school provides all children with opportunities for success

### EXTRA CURRICULAR ACTIVITIES

- All pupils are aware of the extra-curricular activities and have the opportunity to participate if they wish

### LANGUAGE AND SOCIAL BEHAVIOUR

- Staff ensure that they promote positive images in both genders and cultures through their own attitudes and their own use of language
- The school's Anti Bullying Policy will continue to be implemented
- The school ensures that any sexual harassment is dealt with in a severe way

### PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION

PHSE classes and tutor sessions provide pupils with opportunities to explore personal beliefs and attitudes, confront prejudice and stereotyping and to gain understanding of the issues concerning gender, race religion in the context of the individual rights and responsibilities.

### RESOURCES

Wherever possible, books, learning resources and other teaching materials should reflect a non-discriminatory view of both genders and race/culture, promote positive images and contain non-sexist language

### TERMS AND CONDITIONS

The terms upon which the School educates each pupil are set out in the School's Parent Contract which will be made available to parents as part of the admissions process.

## 11) COMPLAINTS

The School's Complaints Procedure is on the School's website and can be sent to prospective parents on request. However, please note the Complaints Procedure is not available for use by prospective parents.

## 12) RECORDS & REVIEW

Applicants' details will be held on file with due regard to data protection legislation and the School's Privacy Notice and Retention of Records Policy. The School will not hold the personal data of you or your child for longer than is necessary for a lawful purpose. This will generally be no more than 12 months following an unsuccessful application, but reasons to retain for longer might include: e.g. if the parents express an interest in the candidate re-applying for any reason later, or in the potential candidacy of another sibling; or to deal with any ongoing matters or queries arising from the application.

## 13) ADMISSIONS REGISTER

The admissions register is not a public document. For each pupil our admissions register will contain:

- name in full.
- sex: this should be the birth sex unless the person has obtained a gender recognition certificate (not available under the age of 18);
- name and address of every person known to the proprietor to be a parent of the pupil (and an indication of which parent the pupil normally lives with and which parents hold parental responsibility as defined by Section 3 Children Act 1989) – NB 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 a school that a pupil will live at another address, in addition or instead, the new address, the full name of the parent with whom the pupil will normally live in future and the date from which it is expected the pupil will normally live there, where it is reasonably practicable for the school to ascertain this information;
- Each pupil is required to have at least three different contacts number who can be called upon in an emergency. This can be any person who is able to be contacted in an emergency.
- day, month and year of admission or re-admission to the school.
- name and address of the school last attended, if any.
- an indication of boarding or day attendance (in schools which include boarders);
- 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.

Schools are obliged to inform their local authority (where the school is situated) where a pupil's name is going to be deleted from the admission 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, when the child has been permanently excluded.

Schools must also notify their 'own' local authority when they remove or add a pupil's name 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 pupil, including the original ones above, and the information to be reported

to the local authority, are set out in detail in both School Attendance (September 2025) and Children missing education 2025. Schools are also under a duty to provide information to the local authority for standard transitions if requested.

A child must be deleted from the register as soon as grounds for deletion are met. As to non-standard admissions, notification is to be made within 5 days of the entry on the admissions register.

A school's right under the regulations to delete a pupil for non-return within 10 school days after authorised leave of 10 school days or more, or after 20 school days unauthorised absence (in both cases, in the absence of illness or other unavoidable cause), does not arise until the school and local authority have jointly made reasonable enquiries (described in the guidance) as to the pupil's whereabouts and failed. As an independent school, our right to remove a pupil will in addition be subject to the terms and conditions of their own school/parent contract.

Schools are legally required to notify the local authority when a child is absent for a period of 10 days absence (unathorised) and when a child is absent for 15 days, during the academic year, for any absence such as illness, appointments etc.

Where children leave the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

**Boundary Oak School is committed to ensuring that its admissions process is fair, transparent, and supportive, enabling each family to make an informed decision while safeguarding the School's ethos, values, and educational standards.**