



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

Admissions Policy

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Admissions Policy

Introduction

LISAL offers a comprehensive Waldorf Education for children aged 5 up to (and including) the academic year in which they turn 11. We welcome applications from all backgrounds and do not discriminate based on race, gender, faith, disability, or social background.

Our class structure is as follows:

- **Hazel Class:** A transition class for children aged 5–6. - What will be the age range next academic year?
- **Lower School:** Covers primary education from 6-11.

We take a flexible approach to year group placement to support each child's individual learning needs. While typical year groups run from 1st September to 31st August, children born between 30th June and 15th September may be considered for a different year group. Parents and teachers can submit a request if they believe a different placement would better suit the child.

Children are welcome to remain with us through Class 5 (equivalent to Year 6). However, local secondary schools often prefer pupils to transition in line with their chronological peer group (entering Year 7). We advise parents to contact their preferred secondary school during Class 4 to discuss transition plans.

We aim to create a welcoming and inclusive community. We encourage open dialogue with prospective families and strive to make our admissions process clear, efficient, and aligned with our Equal Opportunities Policy.

Admissions Procedure

The **Office Assistant** is your main point of contact for admissions. You can reach them at:

-  enquiries@lisal.school
-  01524 381876

Step 1: Initial Enquiry

Families may contact the school via phone, email, social media, complete an online enquiry form, or in person. The Office Assistant will gather initial information and introduce the educational philosophy of the school.



Step 2: School Visit (Parents/Carers Only)

Parents are invited to visit the school—usually without the child—for a 45-minute tour. This visit helps families understand our approach to learning and our curriculum.

Step 3: Trial Session

The child is invited for a trial day in the appropriate class.

Step 4: Application Submission

Following the trial session, parents are asked to:

- Submit a completed application form
- Pay a non-refundable £50 administration fee
- Provide a copy of the child's original birth certificate or passport
- Submit relevant school or medical reports (if applicable)

Step 5: Interviews

- **Educational Interview:** A one-hour meeting with the class teacher and, if appropriate, the SENDCo. This is held without the child to allow open discussion of their needs.
- **Financial Interview:** A meeting with the School Bursar to confirm fees and agree a payment plan. These interviews typically occur on the same day.

Step 6: Offer of a Place

An offer is made following agreement by the College of Teachers. We aim to respond within **four weeks** of the educational interview. If the start date is mid-year, the Office Assistant will coordinate an appropriate entry plan. Staggered or adapted transitions may be arranged when necessary.

Step 7: Six-Week Trial Period

The first six weeks serve as a trial period. During this time, teachers will assess the child's integration and discuss progress with parents. In some cases, the trial period may be extended to allow for a thorough review.

Record Keeping

All documentation, including interview notes and application materials, is securely stored in the School Office.



Admissions Criteria (Lower School)

Each class in the Lower School has a maximum of **14 spaces**. If oversubscribed, the following criteria will be considered:

1. Siblings of current pupils
2. Children of staff members
3. Time on the waiting list
4. Commitment to long-term attendance
5. Transfers from other Steiner schools
6. Full-time attendance for children aged 5+
7. Family connection to the school
8. Full fee-paying status
9. Proximity to the school
10. Siblings seeking places in other classes

When classes are full, the application date will be used to determine the child's position on the waiting list.

Equal Opportunities & Additional Needs

We do not discriminate based on individual needs. Admissions decisions are based solely on the school's capacity to meet a child's needs.

Due to financial constraints, our ability to support children with Education, Health and Care Plans (EHCPs) is limited. If a child is identified during the admissions process as having additional needs:

- The **SENDCo** will meet with the family to assess the situation.
- Admissions will proceed only if the SENDCo confirms the school can meet the child's needs.
- If, despite reasonable adjustments, we are unable to meet those needs, we may withdraw the offer and support the family in finding a more suitable setting.

We do not currently fund one-to-one support staff (Teaching Assistants) for individual pupils due to budget limitations. However:



- We will consider implementing support if external funding is secured.
- Parents may choose to privately fund one-to-one support. In such cases, the school may, depending on financial constraints, contribute up to **20%** of the TA's cost.

Thank you for your interest in LISAL. We look forward to welcoming you and your family into our community.



Appendix 1

Acceptance

We are able to offer your child a place at LISAL.

Further Information Required

When there is a need for clarification of information given verbally at the interview, or when more details of a particular difficulty surrounding the child emerge, information will be requested before a decision on acceptance into the school can be made.

Acceptance with Conditions Applied

Any special circumstances relating to curriculum provision for the child e.g. Learning Support provision or adaptation of the educational provision in order to accommodate the child's medical needs (e.g. only able to attend for limited periods each day) must be specified. The letter of acceptance must also include: any additional costs to the parents of meeting such conditions; the procedure for reviewing the pupil's progress (e.g. the goals to be met, the maintenance of independent work habits, etc.); the date for the review(s) (approximate, e.g. at the first half-term or the exact date).

Acceptance is in Doubt

The appropriate teacher along with a member of the College of Teachers will meet the family to discuss the doubts about the school being able to meet the needs of the child. Following this meeting it may be decided to accept the child under certain specified conditions (as above, or some other way of meeting the child's needs).

Rejection

The Office Assistant or member of the college of teachers, informs the family, based on feedback from the relevant teachers, stating that they are unable to meet the educational needs of their child. If additional reasons need to be given, then clarity will be sought from the College of Teachers (or the person delegated by College to advise on such issues) on the terminology to be used.