



Joint Applications and Admissions Policy

Alleyn's Hampstead and Alleyn's Regents Park

UK ONLY
2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
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THRIVE IN A RAPIDLY EVOLVING WORLD

1. Introduction

- 1.1. Alleyn's Hampstead and Alleyn's Regent's Park offer a scholarly, values-led, holistic and joyful education within the community and far beyond it. Like the schools' player founder, students are creative, pioneering and philanthropic, embracing a spirit of possibility, collectively and individually. The group 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.
- 1.2. This policy aims to ensure that the admissions process enables the schools to achieve our overarching guiding principle: 'All We Can Be'. Academic merit for prospective students is important. As well as this, we seek 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'.
- 1.3. Alleyn's Hampstead and Alleyn's Regent's Park operate as a unified, independent, academically selective co-educational day school group across multiple campuses. This policy governs admissions for both of our local sites:
 - **Alleyn's Hampstead:** Admitting children aged 2 to 18 years of age (Nursery through Sixth Form).
 - **Alleyn's Regent's Park:** Admitting children aged 3 to 11 years of age (Pre-Reception through Year 6).
- 1.4. 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 the schools match the ethos and standards of the group, that the child may benefit from the opportunities offered, and that the child will be able to make a positive contribution to school life.
 - To ensure that the admissions process enables the schools to achieve the guiding principle: 'All We Can Be'.
- 1.5. References to "parents" in this policy means a parent or legal guardian (or the parents or legal guardians) of a child or applicant to our schools.

- 1.6. This policy is available on the school websites, on request from the respective school offices, and can be made available in large print or other accessible formats if required.

2. Equal Treatment

- 2.1. The School group welcomes applications for admission from pupils of all backgrounds. This policy applies to all pupils, including those in the Early Years Foundation Stage.
- 2.2. 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, sex, gender, or marital or civil partnership status.
- 2.3. 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.
- 2.4. Parents must let the School know about any particular requirements which may affect an applicant'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.
- 2.5. Where necessary, parents will be asked to provide a copy of an Educational Psychologist's report, or a relevant medical report or any Education Health Care Plan (ECH Plan) (draft or otherwise) which may be in place with respect to the applicant, and the School may need to discuss provision with external agencies. This is so that the School can assess the applicant's needs, what support is required and consult with parents 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 pupils). The cost of such reports will usually be the responsibility of the parent.
- 2.6. Where a prospective applicant is disabled, the School will discuss with parents (and their child's medical advisers, and/or the Local Authority, where appropriate) the adjustments that can reasonably be made for the applicant 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.

- 2.7. There may be exceptional circumstances in which the School is not able to offer a place for reasons relating to an applicant's disability or special educational needs. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to adequately access the education offered, or that their health and safety, or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.
- 2.8. Sometimes, the situation of pupils with disabilities and/or special educational needs changes. The School requires parents to be pro-active 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 the vast majority of cases, this will not affect a pupil'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 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 in their communications with the School about any material change to their child's circumstances.

3. Enquiries

- 3.1 Enquiries should be made directly to the Admissions teams at both Alleyn's Hampstead and Alleyn's Regents Park via email at: admissions@alleyns-hampstead.org.uk or admissions@alleyns-regentspark.org.uk.
- 3.2 Further information about the application process can be found on the school websites.
- 3.3 Personal data collected as part of an initial enquiry will be processed securely and in accordance with UK GDPR and the School's Data Protection Policy.

4. Visits

Prospective parents of applicants are encouraged to visit to see the School in action and to meet the Headteacher. Each term there is an open day which is an opportunity to tour the school on an informal basis. Details about scheduled open days are published on the School website and enquiries about ad hoc visits to the School should be made to Admissions Manager.

5. Application

- 5.1 Following a visit, parents wishing to apply for a place should complete the online application form and make payment of the non-refundable application fee, which covers the cost of administering the registration and waiting lists. Application indicates interest and does not guarantee a place.
- 5.2 The deadlines for applications for the following year of entry are advertised on the school websites and are in November prior to the year of entry. During the application process, the registrar will seek a reference from the child's current school or setting (if applicable). The school will respond by confirming that the child's name has been placed on the admission list. If the year group is fully subscribed, they will be placed on a waiting list.

6. Taster Days

We offer Taster Days as an opportunity for all prospective pupils to experience a typical school day. On this day, the School will make a general assessment of the child's suitability to attend the school. Our assessment criteria is designed to identify a pupil's ability to benefit from the School's well-rounded education, and make a positive contribution towards the life of the School, aligned with the School's ethos and values.

7. Admissions Procedure

- 7.1. 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.
- 7.2. The requirement of the prospective pupils 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 pupil is applying to enter another year group (i.e. outside the usual formal entry routes).
- 7.3. A reference request will be sent to the current school, or setting, of all applicants.
- 7.4. The offer of a place is not automatic
- 7.5. Children joining the school are assessed.

Entry into Nursery at 2+ and 3+

Children will be invited to join an age-appropriate stay and play session focusing on language development, practical reasoning, and group interaction. Observational activities will be carried out within the early years' environment to identify alignment with our ROCCK values. Entry into the Reception Class at 4+ is not guaranteed, however priority places are offered to internal Nursery children who meet the 4+ entry criteria.

Entry at Reception (4+)

Assessment takes place in January of the year of admission. Children will be invited to participate in small group activity sessions focusing on language development, practical reasoning, and group interaction. 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 an Assessment 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 mathematics 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 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 Alleyn's Admissions team.

The process will also involve an interview with the Head of School, or suitable Deputy, 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.

Entry at Year 7 (11+) (Alleyn's Hampstead only)

The admissions process for secondary places consists of a bespoke set of selective academic assessments to determine ability and potential, an interview and a review of reports and references from the applicant's current school.

Applicants are also required to attend an Activity Day where they will take part in a range of group activities designed to assess their potential to contribute to school life, through the embodiment of the ROCCK values (Respect, Opportunity, Curiosity, Courage and Kindness).

These activities form a key part of the selection process and enable applicants to demonstrate their potential to achieve the school's guiding principle of 'All We Can Be'.

Moving up to Senior School from Alleyn's Hampstead Junior School or Alleyn's Regent's Park in Year 7

Pupils who have been admitted to Alleyn's Hampstead Nursery and Junior, or to Alleyn's Regent's Park, via the selective admissions processes detailed in sections 7.2 to 7.4 above are usually offered places at Alleyn's Hampstead Senior that are not contingent on the 11+ Entrance Examination. Academic data and a reference from the school will be reviewed as part of the entry requirement to ensure that Alleyn's Hampstead Senior School is a good fit. These pupils are still required to attend an Activity Day and Interview and are asked to sit the 11+ assessment. The purposes of this are: to enable pupils to qualify for scholarship assessments at the Senior School; to enable the Senior School to form a consistent picture of its 11+ intake; and to provide an appropriate end-of-junior-school assessment point for all our pupils. Admission to the Senior School is not contingent on performance in these assessments.

In exceptional circumstances, where the schools felt that the Senior School might not be a good fit for a pupil, this would be discussed with families at or before the start of Year 5, with conversation continuing if required until the start of Year 6.

Entry at Years 8, 9 and 10 (12+, 13+, 14+) (Alleyn's Hampstead only)

We may occasionally have places for entry into Years 8, 9 and 10 at 12+, 13+ and 14+. Entry into these year groups follows a similar process as outlined above for 11+ entry.

Applicants from outside of the UK at 11+ to 14+

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 Alleyn's Hampstead School Registrar.

Part of the process will also involve an interview with the Head of School or suitable Deputy, 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.

Sixth Form Entry (16+ / Year 12) (Alleyn's Hampstead only)

For students moving up from Year 11 at Alleyn's Hampstead, the process consists of an interview, an application with a statement of purpose, and a review of previous reports. External applicants will be invited to attend a one-to-one interview, designed to assess a candidate's alignment with our ROCCK values (Respect, Opportunity, Curiosity, Courage and Kindness), their strengths and passions, and readiness for A Level study in their chosen subjects. These interviews offer a valuable opportunity for us to get to know each candidate beyond their grades, and to ensure they will thrive both academically and personally within our Sixth Form.

Information about subject entry grades can be found in the Sixth Form information booklet.

8. Admissions Panel, Allocation of Places, Offers, and Waiting List

- 8.1 The Admissions Panel consists of the Head, 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 Head is final. Please refer to the school website for details of application deadlines.
- 8.2 The Admissions Panel convenes to decide to whom offers will be made. After this, results are emailed to all applicants on advertised dates.
- 8.3 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.
- 8.4 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.
- 8.5 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.
- 8.6 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.

8.7 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.

8.8 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. Appeal

There is no right to appeal a decision not to admit a pupil to the School. The decision of the Headteacher is final. The School's complaints procedure is not available for prospective parents or in respect of prospective pupils.

10. International Applications – Non-British/Irish Passport Holders

Alleyn's Hampstead and Alleyn's Regents Park welcomes international students and celebrates the breadth of 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 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.

11. Fluency in English

- 11.1. In order to cope with the academic and social demands of the School, applicants must have an appropriate working knowledge of English. Normally applicants should have been educated in the English medium before coming to the School. Tuition in English as an Additional Language (EAL) can be arranged at the parent's expense.
- 11.2. Applicants may be required to undertake a language proficiency assessment before a place is offered. This includes a written assessment and may include an interview, either in person or online.

12. The Parent 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.

13. Admissions Register and Record Keeping

13.1. The School maintains an Admissions Register in line with regulatory requirements of the UK government.

13.2. Applicant's 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 parents for longer than is necessary for a lawful purpose.

13.3. For each pupil, the Admissions Register must contain:

- Name in full;
- Gender;
- 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)

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 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 with 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;

- At least two emergency contact numbers for pupils 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 birth;
- 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 from September 2016).

13.4. The name of a pupil 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 pupil will attend the School. For most pupils the expected first day of attendance is the first day of the School year. If a pupil 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 (see Child Absent from Education, Children Missing Education, and Attendance Policy).

13.5. The School will inform their local authority (where the School is situated) when a pupil'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 'own' local authority when they add or remove a pupil'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.

Where the School receives an in-year application, they must inform the local authority, including the outcome of the application, to ensure that the local authority is aware of any children who may not have a school place. Note; not all local authorities are requiring this notification- each school will check directly with their specific local authority and have written evidence.

13.6. 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 Children Missing Education (DFE 2025). Schools are also under a duty to provide information to the local authority for standard transitions if requested.

14. Future Policy Changes

This policy may be amended at any meeting of the Governing Board and changes would not normally apply until the start of the following academic year. However, in exceptional circumstances and particularly those outside of the School's control, this policy – including procedures for assessing candidates – may be amended at short notice and with immediate effect.

15. Conclusion

This policy lays out the Schools' entrance procedures which form the basis of the Schools' admissions practices. There are rare occasions where these might be varied,

but this will occur only for exceptional reasons and only at the discretion of the Heads of School.

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