

Daffodil Grammar School for Girls

Admissions Policy

School address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

1. Status, scope and purpose of this policy

This policy sets out the basis upon which Daffodil Grammar School for Girls considers and determines applications for admission. It applies to all applications for entry to the school and to all decisions about whether a place will be offered, deferred, refused or confirmed. It also governs the school's communication with parents during the admissions process, the information the school may require from families and previous schools, and the principles by which the school ensures that admissions decisions are made lawfully, fairly, consistently and transparently.

Daffodil Grammar School for Girls is an independent, day, non-selective school for girls. It is established with an Islamic ethos and is opening initially for pupils in Key Stage 3. The school's stated capacity is 150 pupils. Admission to the school is not based on academic selection, ranking or a competitive entrance examination. The school does, however, reserve the right to consider whether it can properly meet the needs of each applicant within the provision it offers, the age range with which it is registered, the staffing and facilities available, and the obligation it owes to the education and welfare of existing and prospective pupils alike.

The purpose of this policy is to ensure that admissions are conducted in a way that is both principled and operationally sound. The school must be able to explain clearly who may apply, what information will be considered, how decisions will be made, what the school will and will not take into account, and how the school will ensure that admission decisions are compatible with the school's ethos, legal obligations and practical capacity. A policy that merely states broad aims without describing how the school will actually make decisions is not sufficient for governance or inspection purposes. This document is therefore intended to function as the school's real admissions framework.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Attendance Policy, Behaviour Policy, SEND Policy, Complaints Policy and any parent contract or terms and conditions issued by the school.

2. Legal and regulatory framework

This policy is written having regard to the Education (Independent School Standards) Regulations 2014, the Equality Act 2010, the current Department for Education guidance for independent schools, and the current pupil registration regulations. The April 2026 Independent School Standards guidance explains that independent schools are required to make specified information available to parents and prospective parents, including particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions. It also makes clear that proprietors are responsible for ensuring that standards are met in practice and not merely described on paper. ([GOV.UK](https://www.gov.uk))

The school recognises that independent schools are not maintained schools and are not required to adopt the School Admissions Code in the way state-funded schools are. However, independent schools are still bound by equality law, by general public law principles of fairness in their own procedures, by consumer and contractual expectations in their dealings with families, and by the Independent School Standards regime. Admissions must therefore be clear, defensible, non-arbitrary and consistent with the law. The current Equality Act advice for schools states that schools must not unlawfully discriminate in admissions because of protected characteristics, subject to the statutory exceptions that apply. ([GOV.UK](https://www.gov.uk))

Daffodil Grammar School for Girls is a single-sex school for girls. Single-sex schools are lawfully permitted to discriminate on the grounds of sex in their admission arrangements. Current government guidance confirms that the legality of single-sex school admissions is unaffected and that single-sex schools can lawfully discriminate on the grounds of sex in the admissions process as determined by paragraph 1 of Schedule 11 to the Equality Act 2010. ([GOV.UK](https://www.gov.uk))

The school also recognises that all schools in England, including independent schools, must keep an admission register, and that the School Attendance (Pupil Registration) (England) Regulations 2024 came into force on 19 August 2024. Those Regulations, and the current DfE attendance framework, require admission and attendance records to be maintained properly, and the explanatory material to the Regulations notes that every school in England must keep an admission register. ([Legislation.gov.uk](https://www.legislation.gov.uk))

3. Nature of the school and admissions principles

Daffodil Grammar School for Girls is a girls' school with an Islamic ethos. It is a day school and is non-selective. Its opening phase is for Key Stage 3 pupils only. The school does not operate as a grammar school in the selective legal sense and does not require candidates to pass an academic entrance test as a condition of admission. The use of the word "Grammar" in the school's name does not alter the non-selective basis upon which admissions are made.

The school welcomes applications from families who understand and support its ethos, expectations and discipline. Because the school is founded on an Islamic ethos, it is entitled to explain and uphold its ethos, values, standards of dress, conduct, behaviour and communal expectations. However, the school's admission decisions must still comply with the law and must not involve unlawful discrimination. The school may therefore properly take into account whether parents understand and accept the nature of the school they are applying to, including its ethos, routines and expectations, but it will not use unlawful or hidden criteria.

The school's admissions principles are as follows. First, admissions must be honest and transparent. Parents must know what kind of school they are applying to and what the school expects. Second, the school will consider whether it is suitable for the applicant in educational, pastoral and practical terms. Third, the school will not use academic selection. Fourth, the school will not promise provision it cannot in fact deliver. Fifth, the school will admit only within its lawful capacity, age range and staffing capability. Sixth, the school will make decisions on the basis of evidence and relevant information, not personal preference or arbitrary judgement.

4. Who may apply

Applications may be made for girls within the age range and year groups for which the school is registered and operating. At the current stage of development, this means pupils within Key Stage 3. The school does not currently admit boys, does not currently admit sixth form pupils,

does not currently admit boarders, and does not operate early years or alternative provision. The school is a day school and all applications are considered on that basis.

Parents, carers or those with lawful parental responsibility may apply for admission. The school may require documentary confirmation of parental responsibility where this is not clear from the application materials or where family circumstances indicate that clarification is needed.

5. Equal opportunities and non-discrimination

The school is committed to fair treatment in the admissions process. It will not unlawfully discriminate on grounds prohibited by the Equality Act 2010. The Equality Act advice for schools explains that schools must not discriminate in the arrangements they make for deciding who is offered admission, or in the terms on which admission is offered, because of a protected characteristic, subject to statutory exceptions. ([GOV.UK](#))

As a single-sex school for girls, Daffodil Grammar School for Girls may lawfully restrict admission on grounds of sex. This is a lawful feature of the school's status, not a breach of equality law. ([GOV.UK](#))

The school will also consider its duties in relation to disability. The Equality Act guidance for schools states that schools must not discriminate unlawfully against disabled pupils and must consider reasonable adjustments. Whether a particular adjustment is reasonable depends on all the circumstances, including the nature of the school, its resources and the practicality of the adjustment. ([GOV.UK](#))

The school therefore may not reject an applicant simply because she has SEND or a disability. However, the school is entitled to consider whether it can in fact meet the pupil's needs safely and appropriately within its existing provision and resources, and whether reasonable adjustments would enable admission without compromising the education or welfare of the child or others. If the school concludes that it cannot meet the applicant's needs even with reasonable adjustments, it may refuse admission on that basis, provided the decision is evidence-based, carefully reasoned and not unlawfully discriminatory.

The school does not operate faith-based religious selection as a formal admissions criterion. Families from any faith background, or from no faith background, may apply, provided they understand and are willing to support the school's ethos, routines and expectations. The school may explain its ethos and assess whether parents are applying with an understanding of the school's character, but it will not operate covert religious testing as a substitute for a published admissions criterion.

6. Published character of admissions arrangements

The school's admissions arrangements are intended to be understandable to prospective parents. The school will make available particulars of its admissions policy and arrangements in accordance with the independent school information requirements. The April 2026 Independent School Standards guidance expressly includes admissions policy particulars among the information that must be made available. ([GOV.UK](#))

This policy is therefore a public-facing governance document as well as an internal operational one. Parents considering an application are entitled to rely on the school's published position.

The school will not apply unpublished selection criteria, hidden ranking mechanisms or informal personal preferences inconsistent with this policy.

7. Admissions process

The normal admissions process begins when a parent requests information or submits an application form. The school may invite prospective parents and the pupil to visit the school or attend an admissions meeting. Such a meeting is not an academic interview and is not a covert selection examination. Its purpose is to enable both sides to determine whether the school is likely to be suitable and whether the parents understand the nature of the school. It also allows the school to gather accurate information about the pupil's educational history, pastoral needs, attendance record, behaviour record, medical needs and any SEND-related or safeguarding considerations that may affect admission.

Parents will be required to complete the school's application form honestly and fully. The school may require the following information: the pupil's identifying details; current and previous school details; current year group; full address and contact details; details of parental responsibility; emergency contact details; medical information; SEND information; details of any external professional involvement; details of attendance concerns; details of exclusions or serious disciplinary history; and any court orders or family arrangements relevant to the pupil's schooling.

The school may also request copies of school reports, attendance summaries, behaviour information, safeguarding transfer information where relevant and lawful, and any professional reports necessary to determine whether the school can meet the pupil's needs appropriately. Where the pupil is transferring from another school, the school may contact that school for further information, subject to proper consent or lawful basis where required.

The school expects candour from parents throughout the admissions process. Parents must not withhold material information about behaviour, attendance, exclusion history, medical needs, SEND, safeguarding issues or other matters relevant to the pupil's placement. A place cannot be offered responsibly where the school has been misled or deprived of material information.

8. Non-selective admissions and suitability assessment

Because Daffodil Grammar School for Girls is non-selective, the school will not rank applicants by academic score or require them to reach an academic pass mark. The school is nevertheless entitled to assess suitability. Suitability in this context does not mean academic superiority. It means whether the school is an appropriate placement for the child in light of the school's age range, ethos, curriculum, staffing, behaviour expectations, pastoral systems, support arrangements and physical capacity.

The school may therefore consider whether the applicant is within the school's current operating age range, whether the pupil is likely to be able to access the curriculum with the support the school can reasonably provide, whether the pupil's behavioural history indicates a level of need or risk beyond what the school can manage safely, whether the pupil's attendance history raises concerns requiring further assessment, whether the school has space in the relevant year group, and whether the parents understand and accept the character of the school.

A non-selective school is not obliged to admit in ignorance. It is entitled to make an informed judgment about whether admission is educationally, pastorally and operationally appropriate.

What it may not do is present itself as non-selective while operating an undisclosed academic filter or applying decisions on an arbitrary or discriminatory basis.

9. Admission of pupils with SEND or disability

The school will consider applications from pupils with SEND or disability carefully and individually. The fact that a pupil has SEND does not of itself prevent admission. The school recognises that it will admit pupils with SEND. At the same time, the school is not a specialist SEND setting and must be realistic about the scope of provision it can offer at opening.

Where an applicant has identified SEND, disability, a medical condition, or significant pastoral need, the school may require additional information before making a decision. This may include educational psychology advice, speech and language information, medical advice, previous support plans, EHCP-related material where applicable, and discussion with parents and previous settings.

The school will then consider whether the pupil's needs can be met within its mainstream provision, whether reasonable adjustments would enable admission, whether the school has the staffing and facilities to meet the need safely and effectively, and whether admission would be compatible with the efficient education of the pupil and others in the school. The Equality Act guidance requires careful consideration of disability discrimination and reasonable adjustments, but does not require a school to promise support that is not realistically available or reasonable in the circumstances. ([GOV.UK](https://www.gov.uk))

Where the school concludes that it cannot meet the pupil's needs appropriately, it may refuse admission, but only after proper assessment and for stated reasons. A bare statement that the school "cannot cope" would not be acceptable. The decision must identify the nature of the need, the provision the school can offer, the gap between the two, the adjustments considered, and why admission would not be suitable.

10. Behaviour, attendance and pastoral history

The school is entitled to consider a pupil's previous behaviour, attendance and pastoral history as part of the suitability assessment. This is not because the school operates character selection, but because the school must be satisfied that it can maintain a safe, orderly and suitable learning environment for all pupils and that it can meet the needs presented.

If records indicate repeated serious behaviour incidents, aggression, exclusions, severe attendance difficulties, school refusal, chronic lateness, safeguarding concerns or other serious patterns, the school may seek further information before making a decision. The school may also require a meeting with parents in order to understand the context and assess whether the school can reasonably meet the pupil's needs.

The school will not refuse admission merely because a pupil has experienced difficulty elsewhere. However, it may refuse admission where the information available indicates that the school would not be a suitable placement, or where material concerns have not been disclosed honestly.

11. Oversubscription and priority

The school has a capacity of 150 pupils. If the number of applications for a particular year group exceeds the number of available places, the school will apply fair and objective oversubscription criteria.

Because the school is non-selective, oversubscription will not be determined by academic performance. Instead, where necessary, the school may prioritise applicants by reference to relevant and published factors such as whether the applicant is within the year groups currently open and operating, whether the pupil has a sister already attending the school, the date on which a complete application was received, and whether the school has confirmed that it can meet the pupil's needs within current provision and capacity.

If oversubscription arises, the school will not introduce new criteria retrospectively. It will apply the criteria already set out in or clearly derived from this policy.

12. Offers of places

If the school decides to offer a place, the offer will be made in writing. The offer may be unconditional or may be expressed to be conditional upon receipt of specified documents, payment of any registration fee or deposit where the school lawfully requires one, acceptance of the school's terms and conditions, or completion of any final information needed before admission.

A place may be withdrawn before admission if it becomes clear that the offer was obtained on the basis of false, misleading or materially incomplete information, or if the parents fail to respond within the required time, fail to complete the admissions process, or fail to comply with a reasonable condition attached to the offer.

Once a pupil is admitted, the school will place her on the admission register in accordance with the current regulations. The current pupil registration regulations require schools to maintain an admission register, and the current DfE framework makes clear that this applies to independent schools as well as other schools. ([Legislation.gov.uk](https://www.legislation.gov.uk))

13. Refusal of admission

If the school refuses an application, it will communicate the decision in writing. The school will state the reason with sufficient clarity to allow parents to understand why the application has not been accepted. Reasons may include lack of available space, the applicant being outside the school's age range or current operating phase, the school concluding that it cannot meet the pupil's needs appropriately within its current mainstream provision, or the school determining that admission would not be suitable because material information has not been disclosed honestly.

The school will not give vague or evasive reasons. A refusal must be capable of being explained and defended by reference to this policy, the information considered, and the school's lawful responsibilities.

14. Waiting lists

Where the school has more applications than places, it may maintain a waiting list. The waiting list will not necessarily operate simply by date of enquiry if oversubscription criteria apply. The school may reorder the list where places become available in accordance with the priority framework it has published.

The school is not required to maintain a waiting list indefinitely. If it does maintain one, it will inform parents how long the list will remain active and whether a fresh expression of interest is needed for a later admission round.

15. Admission after offer and entry on roll

When a pupil accepts a place and completes the admissions process, the school will confirm the start date and ensure that the admission register is updated. Parents must provide any further information reasonably required for the safe admission of the pupil, including medical information, emergency contacts and any safeguarding or welfare information relevant to the pupil's first attendance.

The school will not permit a pupil to begin attending without the administrative and safeguarding information reasonably necessary for safe admission. Admission is not merely a commercial transaction; it is the commencement of the school's educational and safeguarding responsibilities.

16. Withdrawal, deferred entry and cancellation before start

If parents accept a place and later decide not to take it up, they must inform the school in writing as soon as possible. The school may determine, in accordance with its terms and conditions, whether any registration fee or deposit is refundable.

If parents seek deferred entry, the school is not obliged to hold the place unless it has expressly agreed to do so in writing.

If a pupil does not take up a place on the agreed date and the school has not been given an acceptable reason, the school may treat the place as declined and may offer it to another applicant.

17. Admission and safeguarding

Admissions decisions cannot be made in isolation from safeguarding. The school must know enough about the pupil to ensure safe admission and appropriate planning. Where information disclosed during the admissions process raises safeguarding questions, the school may need to seek further information, consult previous settings lawfully, involve the DSL, or decide that admission cannot proceed until sufficient clarity is obtained.

The school also recognises that inaccurate admissions information can itself create safeguarding risk. For that reason, honesty and completeness in the admissions process are treated as serious matters.

Working Together to Safeguard Children 2026 continues to stress the importance of multi-agency information sharing and coordinated safeguarding action where children's welfare may be engaged. ([GOV.UK](https://www.gov.uk))

18. Complaints about admissions decisions

The school's Complaints Policy applies to concerns about the admissions process. Because this is an independent school, there is no statutory school admission appeal process of the type used in the maintained sector. However, parents may raise concerns under the school's complaints procedure if they believe that the admissions process has not been followed properly or that a decision has been made unfairly or inconsistently.

A complaint about an admissions decision will not succeed merely because the parent disagrees with the outcome. The question will be whether the school followed its published policy, acted fairly, took relevant matters into account, avoided irrelevant or discriminatory considerations, and reached a decision it was entitled to reach.

19. Record keeping and review

The school will keep admissions records sufficient to show the applications received, the information considered, the decisions made, the reasons for refusal where relevant, and the places offered and accepted. Records will be retained in accordance with the school's retention arrangements and any relevant legal requirements.

This policy will be reviewed at least annually and sooner if there is a change in the law, regulatory guidance, school capacity, age range, admissions practice or school structure. The proprietor will ensure not only that the policy remains current but that admissions decisions in practice are consistent with the policy.

20. Publication and adoption

This Admissions Policy forms part of the information the school makes available to parents and prospective parents. It takes effect immediately upon approval by the proprietor and will apply to all applications considered from that point onward.