

Westminster Tutors



Admissions Policy

2026-2027

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1. Introduction & Process

- 1.1 This policy outlines the approach of Westminster Tutors Ltd to student admissions. It should be read in conjunction with Westminster Tutors' other policies, especially those concerning curriculum and support for students with Special Educational Needs & Disabilities (SEND).
- 1.2 Westminster Tutors Ltd operates as a disclosed agent, coordinating tuition services that are delivered directly by self-employed teachers. Westminster Tutors facilitates educational arrangements between parents/guardians and independent teachers by providing a structured academic, safeguarding, and administrative framework in which one-to-one or small-group tuition takes place.
- 1.3 This policy sets out how prospective students are introduced to Westminster Tutors' framework, how teachers are matched to students, and how Westminster Tutors coordinates academic expectations, support services, and safeguarding provisions as part of its role.

2. Aims of the Policy

- 2.1 This policy aims to:
 - Set out the admissions process and academic expectations for students who will be taught by self-employed teachers operating within the educational framework coordinated by Westminster Tutors Ltd.
 - Clarify Westminster Tutors' role as a disclosed agent that facilitates tuition rather than provides it, in accordance with the agency model adopted by Westminster Tutors.
 - Outline the academic and financial requirements that inform the admission and coordination of tuition services.
 - Set out Westminster Tutors' responsibilities regarding students with Special Educational Needs & Disabilities (SEND) and confirm compliance with the Equality Act 2010.
 - Provide guidance on remote learning arrangements in exceptional circumstances, particularly where related to SEND or safeguarding considerations.
 - Outline the principles behind the award of scholarships and bursaries, which support student access to tuition coordinated under this model.
 - Describe the process for raising and addressing complaints relating to the admissions process or decisions.

3. Equality Act & Admissions Criteria

- 3.1 Westminster Tutors Ltd coordinates access to tuition services delivered by independent teachers. While it does not itself provide tuition, Westminster Tutors is responsible for ensuring that all arrangements made within its framework comply with applicable legal duties, including those set out in the Equality Act 2010.
- 3.2 As an independent educational institution, Westminster Tutors has discretion over its coordination of tuition placements, including matching students with suitable teachers. This may include considering academic readiness and the ability of Westminster Tutors to provide the necessary infrastructure, safeguarding, and support to facilitate the tuition arrangement.

- 3.3 Westminster Tutors will not unlawfully discriminate against a prospective or current student because of a protected characteristic under the Equality Act 2010. Westminster Tutors will make reasonable adjustments for disabled students where required by law.
- 3.4 Westminster Tutors will assess whether appropriate support, reasonable adjustments, and safeguarding provisions can be made before confirming any tuition arrangement. Section 7 of this policy outlines the approach to coordinating provision for students with SEND.

4. Admissions Process

- 4.1 The admissions process at Westminster Tutors is designed to reflect Westminster Tutors' highly individualised and student-focused approach. While each application is reviewed on its own merits, the standard steps are as follows:

Initial Enquiry

- 4.2 Parents/guardians or prospective students contact Westminster Tutors to express interest. In response, they are provided with key information about our educational structure and how tuition is arranged.

Visit and Interview

- 4.3 All applicants are invited for an interview with the Principal. This meeting includes both the prospective student and the fee-payer. The discussion explores the student's academic goals, prior education, any support needs, and how tuition might be structured.

Offer Stage

- 4.4 Where appropriate, the Principal sends a formal offer email outlining academic expectations, coordination arrangements, and financial information, including registration fees, and tuition and college fees. A registration form is included, along with an annex for applicants over 18.

Registration and Checks

- 4.5 Once the registration form (and annex, where applicable) is returned and the registration fee paid, Westminster Tutors begins its due diligence. This includes academic and safeguarding references, identity verification, and relevant documentation. Details are recorded in the Admissions Register.

Confirmation and Timetabling

- 4.6 Upon successful completion of the checks, Westminster Tutors issues a confirmation email and a draft timetable. Consent forms and additional documents are also provided for completion.

Induction

- 4.7 Students are issued a Westminster Tutors email address and receive the Student Handbook. Inductions take place individually or in small groups and cover essential information including safeguarding, behaviour, online safety, and health and safety.

Start of Tuition

- 4.8 The student's first scheduled lesson date is recorded alongside the induction. Tuition arrangements are now live, with Westminster Tutors continuing to support coordination and oversight throughout the year.

5. Selection Criteria

Academic Criteria

- 5.1 Students applying for A level tuition are normally expected to have achieved at least five GCSEs at grade 5 or above, including English and Maths. Where these qualifications are not yet in place, it may still be possible to begin A level studies while completing GCSE resits, depending on workload, subject choice, and overall academic readiness.
- 5.2 To help ensure students are matched to suitable teachers and subject pathways, the following GCSE minimum requirements typically apply. These serve as guidance to ensure that the level of challenge is realistic and that appropriate support can be coordinated.

A-Level Subject	GCSE Minimum Requirements
Maths	Grade 6 in Maths (Grade 7 advised)
Biology	Grade 6 in English, Grade 6 Biology/Combined Science (Grade 7 advised)
Chemistry	Grade 6 in Maths, Grade 6 in Chemistry/Combined Science (Grade 7 advised)
Computer Science	Grade 6 in Maths, Grade 6 in Computer Science (Grade 7 advised)
Physics	Grade 6 in Maths and Physics/Combined Science (Grades 7 advised)
English (Literature, Language or Lit & Lang)	Grade 6 in English Literature and English Language
History	Grade 6 in English Language and in History
Politics	Grade 6 in English Language
Geography	Grade 6 in Maths or English Language, and Grade 6 in Geography
Economics	Grade 6 in Maths
Business	Grade 5 in Maths

Psychology	Grade 5 in Maths and in English Language
Sociology	Grade 5 in Maths and in English Language
Philosophy, Religious Studies	Grade 6 in English Language
Modern Foreign Languages	Grade 7 in the GCSE target language
Latin, Greek	Grade 6 in GCSE in the target language
Art	Grade 5 in English, Grade 5 in Art

- 5.3 Where these requirements are not met, alternative subject options or supplementary support may be explored. In some cases, students may be advised to resit core subjects in the November exam series as part of their programme.

Financial Criteria

- 5.4 As part of the admissions process, the person responsible for fees is required to attend the admissions interview with the Principal. The financial arrangements, including registration and tuition and college fees, are confirmed in writing at the offer stage. These terms must be agreed before tuition arrangements are confirmed.

6. Exceptional Circumstances

- 6.1 The academic criteria outlined in Section 5 are intended as a guide for typical entry. However, Westminster Tutors recognises that not all students follow a conventional educational path. Many applicants may have experienced challenges that affected their prior attainment or may be returning to study after a period away from formal education.
- 6.2 In such cases, individual circumstances are carefully considered during the admissions process. The goal is to ensure that each student is matched to a programme and a teacher in a way that allows them to make progress and thrive.
- 6.3 Examples of exceptional circumstances may include:
- A student with mental health needs who significantly underperformed in GCSE exams compared to predicted grades (for example, a predicted grade 8 resulting in a grade 5).
 - A student returning to education after a break who has achieved strong grades in fewer GCSEs than normally expected.
 - A student with a specific learning difficulty, such as dyscalculia, who wishes to pursue a subject like Psychology despite a lower Maths grade.
 - These and other cases are considered on an individual basis. The Principal discusses any potential exceptions at interview, in consultation with the student and fee-payer. Where relevant, guidance will also be given about expectations, potential challenges, and how the tuition may need to be adapted.

- 6.4 Applicants and families are asked to approach the admissions conversation with openness and realism about academic goals. Entry onto a course is not a guarantee of final outcome, and any decisions to proceed with lower prior attainment will include discussion of implications for university applications or career pathways.
- 6.5 For reference, national data on GCSE-to-A level progression and subject comparability may be considered during admissions discussions. These include findings from the most recent studies by Cambridge Assessment and Ofqual, which provide useful insight into how students typically progress and how different A level subjects compare in grading standards:
- [Cambridge Assessment \(2025\): Progression from GCSE to A Level, 2021-2023](#)
 - [Ofqual \(2025\): Inter-subject Comparability in GCSEs and A Levels: Summer 2024](#)
- 6.6 Further support and course advice are available before and after enrolment from Westminster Tutors' UCAS and Careers Advisor.

7. SEND Students

See *SEND Policy*

- 7.1 Westminster Tutors is committed to providing a supportive and inclusive learning environment. Many students referred to Westminster Tutors for tuition coordination have identified or suspected SEND, including neurodivergent profiles, specific learning difficulties, or mental health conditions.
- 7.2 Under the Equality Act 2010, Westminster Tutors does not discriminate against students with disabilities or additional needs. The admissions process includes a clear opportunity for students and families to disclose any relevant diagnoses, learning profiles, or support requirements. This information helps ensure that any tuition coordinated is both suitable and appropriately supported.
- 7.3 Applicants and families are strongly encouraged to provide full and accurate information about any diagnosed or suspected SEND, medical needs, mental health needs, safeguarding concerns, or existing support arrangements. This information enables Westminster Tutors to assess suitability, consider reasonable adjustments, plan appropriate support, and brief relevant teachers. Where material information is not provided, Westminster Tutors may be unable to assess or implement suitable arrangements.
- 7.4 Where assessment identifies a need, Westminster Tutors may recommend structured study-skills support, pastoral mentoring, or other appropriate provision. Recommendations will be based on the student's individual needs and the support required for them to access and benefit from their programme.
- 7.5 SEND-related needs are also taken into account when matching students to teachers. For example, where possible, students are placed with teachers who have experience supporting learners with similar profiles. Teachers are briefed on relevant strategies, and training or guidance is made available.
- 7.6 Decisions about exam access arrangements (EAA) and any adjustments to teaching formats (e.g. occasional online delivery) are made on a case-by-case basis in line with Westminster Tutors' *SEND* and *Curriculum* policies.

8. Remote Learning

See Curriculum Policy

- 8.1 Tuition at Westminster Tutors is ordinarily arranged to take place in person at Westminster Tutors' premises. This reflects both the nature of one-to-one academic support and the wider educational framework in which students are enrolled.
- 8.2 However, in exceptional circumstances, remote learning may be agreed as part of an individualised support plan. This may include situations where:
- 8.3 A student has a diagnosed medical or mental health condition that makes on-site attendance temporarily unsuitable
- 8.4 SEND considerations make remote delivery preferable for certain sessions
- 8.5 Travel constraints or unforeseen disruptions affect access to the site
- 8.6 Remote tuition is only considered where it is judged to be educationally appropriate and in the student's best interests. Requests for remote arrangements are assessed during the admissions process or, if arising later, through consultation with the Principal and relevant staff.
- 8.7 Where remote sessions are agreed, Westminster Tutors will coordinate safeguarding, lesson monitoring, and communication protocols to ensure consistency with in-person provision. All remote lessons must be conducted using platforms approved by Westminster Tutors and subject to standard safeguarding oversight.
- 8.8 Fully remote arrangements are rare and are generally not offered as a substitute for in-person attendance except in clearly evidenced cases. Students must remain available to engage with the wider academic and support services offered on site as part of their overall programme.

9. Complaints

- 9.1 We aim to make the admissions process as transparent, responsive, and supportive as possible. If a student, parent, or fee-payer wishes to raise a concern or complaint about an admissions decision or experience, they are encouraged to do so in writing.
- 9.2 Complaints should be addressed to the Principal, Sean Doherty, and submitted by email to: complaints@westministertutors.co.uk.
- 9.3 All complaints will be acknowledged and reviewed in line with Westminster Tutors' published Complaints Policy. A copy of this policy is available on request or via Westminster Tutors website.

10. End of Enrolment

- 10.1 When a student's programme concludes, Westminster Tutors will update the admission register and make any required notification to the local authority in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. A student's name will only be removed from the register where a prescribed ground for deletion applies. Where known, the student's next educational destination will also be recorded.

- 10.2 This information is retained in accordance with Westminster Tutors' Data Protection Policy and relevant record-keeping obligations. Records may also be used to support references or verification requests, where authorised by the student or fee-payer.

11. International Students

- 11.1 At present, Westminster Tutors does not sponsor student visas and is therefore unable to coordinate tuition for students who require a Confirmation of Acceptance for Studies (CAS) under the UK's Student visa route.
- 11.2 Applicants who already hold immigration permission permitting the proposed course of study may be considered through the normal admissions process. Westminster Tutors may require evidence of the applicant's identity, nationality, and immigration permission to establish that they may lawfully undertake the proposed studies.
- 11.3 Applicants who require Westminster Tutors to sponsor a Student or Child Student visa cannot be admitted. Applicants are responsible for obtaining independent immigration advice where necessary and for maintaining valid permission throughout their enrolment.

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