

Admissions Policy

2026-2027



The British School of Lomé

Togo

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This policy provides prospective parents for The British School of Lomé with information regarding BSL's Admissions policies, procedures and expectations.

INTRODUCTION

Enrolling students is our core business. Without students, we would not have a school. For most of our students and families, the Admissions Process is also their very first contact with BSL, and forms their crucial first impressions for the future. *How* we implement our admissions procedures is just as important as what those procedures state.

As a British international school, our aim is to be as inclusive as possible, embracing and celebrating the diversity of student profiles that make BSL such a unique learning community. However, before we admit any student, we must be confident that we truly have the expertise and resources to ensure that the individual student will thrive on arrival.

We must facilitate each individual student reaching their full potential, within the framework of our Cambridge, IBDP, pastoral and co-curricular programmes, and must provide appropriate support measures for their individual needs.

Our admissions policy must be consistent and promote equality, yet also look closely at the ends of each individual student applicant, to ensure that we can deliver on our promises when they arrive. In this, we must be informed by international best practice, by the expectations of our accrediting bodies, and by local laws and obligations within Togo.

1. RESPONSIBILITIES

1.1 Role of the Head of School and Senior Leadership Team (SLT)

The Head of School is ultimately responsible for the Admissions procedures, including oversight of the Admissions Policy, and will:

- Oversee the work of the Admissions Officer and associated staff, ensuring compliance with the policy and ensuring appropriate training where necessary;
- Ensure that staff, parents and students are aware of our Admissions Procedures;
- Ensure that our Admissions processes pay suitable attention to diversity, equity and inclusion;
- Monitor the effectiveness of this policy, overseeing annual reviews.

Relevant SLT will liaise with the Admissions Officer to ensure that individual admissions procedures run smoothly within their section of the school.

1.2 Role of the Admissions Officer

The Admissions Officer coordinates the whole admissions process and is responsible for arranging meetings and school visits, for the collection and distribution of documents, for introducing prospective parents to the relevant school leaders, and for ensuring ongoing communications between the parents and the school. Specifically they will:

- Lead the implementation of this policy throughout the school, working closely with the Head of School, the Senior Leadership Team, the SENCO and the ELI Director to ensure policy is followed;
- Ensure that all admissions are recorded and are kept up to date;
- Communicate with all relevant staff regarding the entry of students to the school;
- Keep up to date with new developments and resources relating to admissions processes;
- Review and monitor enquiries, applications and enrollment trends;
- Oversee processes for the arrival and departure of students;
- A range of other duties, associated with Admissions.

2. ADMISSIONS CRITERIA AND GENERAL PROCESSES

BSL welcomes applications from families of all nationalities who share the School's Vision, Mission and Core Values, and believe their children would benefit from our educational programmes:

- Applications for both immediate and future entry are considered throughout the year.
- Applicants from the ages of around 2 to 18 years are eligible for admission.
- Where classes are oversubscribed, priority is given to siblings of students already on roll, returning families from overseas and the children of teaching staff. A waiting list will be created if necessary.

The acceptance of a learner is never automatic:

- Each family must complete the admission process, and an application form must always be completed and submitted before acceptance can be confirmed;
- The school must ensure there is a space for the child in the required class or programme;
- The school must ensure that our programmes are suitable for any previously identified learning or language needs.

It is desirable that the children are exposed to the English language outside the school and helpful if at least one parent or guardian is fluent in English to understand and interact with school staff. However, the school can provide some French and/or local language translation if necessary.

2.1 Lower Primary (Early Years and Year 1)

Assessment normally takes the form of a one-hour trial in a classroom/teaching space. This allows the teacher to assess the child in a specialist environment. Staff will observe how the child interacts with others in the classroom as well as how they engage with the specialized learning environment and resources. They would also be alert to any specific learning support needs which may be present. The trial gives the child the opportunity to meet other children, the class teacher and to see the classroom space for the first time.

2.2 Upper Primary (Year 2 to Year 6)

Students are invited to BSL for a multi-faceted one-hour assessment. The primary aim of the assessment is to establish academic levels across both English and Mathematics. Students will be asked to provide some written work and also to read some English texts. Conversations between the assessing teacher and the student will identify the current levels in relation to speaking and listening skills. Some mathematics questions will be posed and will be appropriate to the student's age. No revision is necessary for this assessment.

Where the student is not a native English speaker, they will be assessed by an English as an Additional Language (EAL) specialist who will take detailed notes on the current levels of English.

2.3 Secondary (Year 7 to Year 13)

Students are invited to BSL for their entrance assessment, which will last approximately three hours. BSL uses cognitive ability testing (CAT4) which offers a comprehensive understanding of a student's ability to learn, and which gives detailed feedback on how we can support their needs in school. The main test will be completed online. No revision is necessary for this assessment.

On completion of the CAT4 test and written assessment (where required), the student will then undergo an interview process with the Assistant Head (Academic) or the IBDP Coordinator, depending on the year-group for which the application is being made.

Further procedures may also be required as follows:

2.3.1 Secondary IBDP (Year 12 to Y13)

In addition to the entrance assessment, students wishing to join the full International Baccalaureate Diploma Programme (full IBDP) are expected to have achieved a minimum of five IGCSEs at Grade C or above, or the equivalent standards in other educational programmes. Students who do not meet the requirements to study the IB Diploma Programme may be invited to study for the IBDP Courses Programme. Some subject areas have additional specific criteria for entry to their courses.

Where candidates commence the full IBDP, this is on the understanding that they may be asked to transfer to the Diploma Courses pathway if they are not performing at the required level. All students are monitored closely through our tracking and reporting systems and are assessed regularly within departments, as well as through formal examinations at the end of Year 12 and in January of Year 13.

2.3.2 English Language Bridging Programme

Students who apply for our English Language Bridging Programme will also receive the WIDA test as part of their Admissions assessment. This will help us to be sure that they are correctly placed within this special language acquisition programme, and so that we can appropriately manage their expectations regarding their likely future progression.

Such students will normally join Year 11 for a one year Bridging Programme prior to IBDP, but may occasionally join other secondary year-groups by special arrangement.

2.3.3 Other Bespoke Programmes or Adjustments

Students who arrive midway through the two year IGCSE course with sufficient English but insufficient prior study of the IGCSE programme may sometimes be offered a place in the year-group below, or may sometimes be entered for a reduced number of IGCSE examinations.

Students who join Year 12 without meeting the requirements to study the IB Diploma Programme will be enrolled on a bespoke IBDP Courses pathway.

We will not normally accept applications directly into Year 13, unless the student is already mid-way through the IBDP at another school, and there are truly exceptional circumstances that necessitate a move. Unless there is a very strong alignment of subjects from their previous school, enrollment into Year 13 will be to study IBDP Courses, not the full IBDP. Alternatively, students may be given the opportunity to rejoin Year 12 with new or consolidating subjects to help them bridge the curriculum gap from their previous school to studying the full IBDP at BSL.

2.4 Students Requiring Learning Support

Where students have known Learning Support needs before their arrival, we will carefully assess our ability to meet their needs before enrollment is confirmed, a process which also applies to enrolment processes for the children of any staff who may wish them to join the school. The assessment process may potentially lead to their enrollment within a bespoke programme on arrival, or confirmation of enrollment may be conditional on agreement for them to parent-fund additional learning support provision. The SENCO will be consulted during the Admissions process where Learning Support needs are declared or apparent. Our Inclusion Policy provides further details of how we will support students once enrolled.

3. THE ENROLMENT JOURNEY

3.1 Documentation Required

Documentation required for enrollment includes:

1. Online Application Form
2. Student passport/ Birth certificate
3. Visa if applicable
4. Residential address
5. Previous school's academic report (with a certified English translation as required)
6. Completed reference from the applicant's previous school.
7. The British School of Lomé's Financial and/or acceptance Agreement.

3.1.1 Application Form

Before the child attends the school the parents or guardians must complete and sign the Application Form, an online form that includes medical information.

This provides BSL with the following vital information, and informs the parents of the basic standards of behaviour and the attitude towards teaching and learning that the school expects and requires. Parents will also be asked to provide the school with any further information which they feel will enable us to take the best possible care of their children. The form requests:

- Name, home address and date of birth of each child
- Preferred Starting date
- Name, address, telephone numbers and emails of parents or guardians
- Emergency telephone numbers of parents or guardians
- Special Diets
- Name, address and telephone number of the child's doctor
- Illness and vaccinations
- Details of any allergies
- Emotional or Social challenges
- Any special educational needs

3.2 Initial Contact

On receiving contact from a person considering placing a child here, the Admissions Officer records the person's and child's names, child's gender and age, address, telephone numbers, other contact information and proposed date of entry. An entry is automatically made within the Odoo database.

On visiting the school, the parents accompanied by the child, will be given the Prospectus Pack, be given comprehensive information and taken around the school.

At this point, if the child's parents wish to enroll their child(ren), they will complete the Application Form.

3.3 Assessment for Entry

As part of the enrollment processes, key staff will speak with them. Reports from previous schools, educational psychologists or other relevant experts are to be requested, and an entrance assessment will take place, in accordance with our General Admissions processes.

Entrance assessments may be done remotely if it is practical for this to occur. For remote entrance tests, measures must be taken to ensure appropriate local or online supervision, as well as other verification procedures to ensure that remote entrance assessments have been authentically administered by an appropriate local third party (e.g. a student's current school).

Following the entrance assessment, the school will normally be in a position to advise the family of their application status within one week, although in most cases a decision will be taken immediately. An update on application status is made by the relevant SLT or the Head of School and will be confirmed in writing to the Admissions Officer, immediately following the assessment and/or interview. The application status would fall into one of five categories:

- An unconditional offer of a place will be made to the family.
- A waiting list offer of a place will be made to the family, subject to the availability of a space becoming available in the year group (i.e. the student will be added to our waiting list).
- A conditional offer of a place will be made to the family, subject to their agreement of certain bespoke conditions (e.g. Bridging Programme, Bespoke Programme, Learning Support etc.).
- A request for further information or additional assessment to take place, which may delay the offer of a place.
- An offer will not be made.

As BSL is an inclusive school, it would be rare for a place not to be offered. The main reasons for a place not being offered are usually related to significant behavioural issues which have been highlighted in previous school reports, or because of specialist learning support needs for which the school cannot provide suitable support.

For students who are of IGCSE or IBDP age, a very strong level of English language skills are required to be able to access the programmes. As noted previously, students with limited English who would usually be eligible for that level of study may be offered a one-year English Language Bridging Programme with our English Language Institute and Learning Support teams. The intention is for students to develop their English language skills, so they are strong enough to access IGCSE or IBDP study one year later. Progression into IGCSE or IBDP following this is subject to approval from the IB Diploma Coordinator and the Head of School, and the decision will be based on English language development as well as an assessment of the student's attitude to learning.

3.4 Entry to Class

After the Admissions process has been completed successfully, there should be a minimum of a two-day gap before the student commences school, to allow for approvals, transfer of information and teacher preparation. The Admissions Officer will always consult with the relevant SLT regarding the initial placement of students into a class. The first day, an induction day at school as a BSL student, is then communicated to parents and to the student.

3.4.1 The BSL induction day

The first day of the academic year in August is the BSL induction day for all new students. If students join later than the start of the academic year, we will arrange a special BSL induction day for them, before they begin their first full day of school.

An induction day is much more than just a tour of the building; it is a critical bridge that helps a student transition from being an "outsider" to a confident member of the school community. By getting the admin and other induction processes out of the way, the first full day of school can be focused entirely on learning.

The process will be different for Primary students and Secondary students. For Primary students who join later than the start of the academic year, the induction day will be carefully designed to meet each child's needs, depending on their age and stage. Further details will be discussed with parents at the time of admission.

For Secondary students, induction days will include the following:

- Collecting timetables
- Arranging locker keys
- Setting up IT logins, email accounts, and library access
- Learning how the lunch system works
- Finding their Tutor room/classroom
- Meeting their teachers
- Being introduced to Peer Mentoring: BSL uses older students ("buddies") during induction, to give new students a friendly face they can approach for advice later on.

Induction days are also opportunities for:

- Communicating clear expectations regarding The Code of Conduct (including uniform standards, phone policies and behavioural expectations), as well as the BSL Ethos (with its focus on kindness, academic rigour, and community service).
- Academic leveling, a 'readiness' check. A new student, particularly joining from Year 7 upwards, will be introduced to the curriculum and the style of independent learning expected, and can also be provided with 'taster lessons' to spark interest in new subjects.

By the end of the induction day, BSL will be able to identify students who might need extra support early on, thus ensuring that every student's individual needs are well met as soon as they begin lessons.

4. YEAR GROUP COMPARISONS

The British System		¹ Ages	American	² Togolese	² French	Nigeria & Ghana	³ Indian CBSE/ICSE
Early Years	Crèche	18 months – 2 Years			Crèche		
	Nursery 1	2 – 3 Years			Toute petite section		
	Nursery 2	3 – 4 Years			Petite Section		KG1
	Reception	4 – 5 Years		Maternelle	Maternelle Moyenne Section		KG2
Primary Years	Year 1	5 – 6 Years	Kindergarten	CP1	Maternelle Grande Section	P1	Class 1
	Year 2	6 – 7 Years	Grade 1	CP2	CP	P2	Class 2
	Year 3	7 – 8 Years	Grade 2	CE1	CE1	P3	Class 3
	Year 4	8 – 9 Years	Grade 3	CE2	CE2	P4	Class 4
	Year 5	9 – 10 Years	Grade 4	CM1	CM1	P5	Class 5
	Year 6	10 – 11 Years	Grade 5	CM2	CM2	P6	Class 6
Secondary Years	Year 7	11 – 12 Years	Grade 6	Sixième	Sixième	JSS1	Class 7
	Year 8	12 – 13 Years	Grade 7	Cinquième	Cinquième	JSS2	Class 8
	Year 9	13 – 14 Years	Grade 8	Quatrième	Quatrième	JSS3	Class 9
	Year 10	14 – 15 Years	Grade 9	Troisième	Troisième	SSS1	Class 10
	Year 11	15 – 16 Years	Grade 10	Seconde	Seconde	SSS2	Class 11
Sixth Form	Year 12	16 – 17 Years	Grade 11	Première	Première	SSS3	Class 12
	Year 13	17 – 18 Years	Grade 12	Terminale	Terminale		

¹ Children must have reached the first age for each class by 31 August

² CP = Cours Préparatoire, CE = Course Élémentaire and CM Cours moyen

³ CBSE school calendar goes from April to March and the cut-off date is the 31st March

5. REGISTRATION OF NEW STUDENTS

All new children and all children must be registered as attending BSL and be in our school register, in accordance with BSL Procedures and Togolese legal requirements.

The admission register must:

- contain an alphabetical index of all the students in the school;
- register a learner on the first day that we expect them to attend;
- All entries in the register must be made in ink;
- record the following information for each learner:
 1. Admission Number
 2. Learner's full name
 3. Gender
 4. Date of Birth
 5. Parent's name and address
 6. Starting date
 7. Boarding Status

The admission register and all attendance registers are available at all times for inspection. The admission register will be retained indefinitely. All attendance registers will be retained for a minimum of three years, with daily attendance from now on recorded automatically within ManageBac.

6. STUDENT DEPARTURES

Whilst students may leave BSL at any time, a full term's notice is required before withdrawal as per our terms and conditions. If more than the minimum period of one term's notice is given, fees beyond the notice period will be calculated on a pro rata basis according to the number of contact days. However, fees will not be reimbursed for withdrawals during May and June.

All students leaving BSL are required to:

- Inform the Admissions Office in writing or by email. Phone calls and verbal confirmation are insufficient for a student's enrollment to be cancelled.
- Parents must finalise all payments with the Finance office before departure.
- Parents will receive a leaving certificate stating attendance and year levels, plus academic standing.

If a parent informs a staff member informally that they are leaving, the staff member is required to inform the Admissions Officer, the Bursar and the Head of School as soon as possible.

6.1 Statement of Academic Standing

The Admissions Officer, together with the class and Head Teacher may provide a statement regarding the child on departure, at the parent request, along with the last report which lists:

- Name
- DOB
- Entry and Exit dates
- Subjects studied
- Behaviour
- Academic Transcript

A written reference will also be provided if requested.

7. RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

- the Parent Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home such as newsletters and media posts.
- information on the Community Display Board

Policy revised and agreed by SLT: March 2026

Policy review cycle: Annual review each January

Member(s) of staff responsible for the policy: Admissions Officer, Head of School