

Admissions Policy 2020/2021

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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to international standards:

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

We believe we conform with current legal regulations that govern the admissions process and attendance registers that we must keep, both locally and internationally.

We fully understand that an admission processes should adhere to accreditation requirements of being inclusive, and that the school register must be kept by law and includes the 'personal details of every learner in the school, the date of admission or readmission, information regarding parents/carers and details of the school attended; and that learner attendance must be recorded.

We have a duty to ensure all learners attend school regularly in order for them to fulfil their potential as we believe that children with poor attendance will achieve less and our focus is a rate of 95% and is monitored carefully.

We as a school community have a commitment to promote equality.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To comply with BSL processes
- To comply with regulations and requirements that govern Admissions
- To develop effective monitoring of attendance

Responsibility for the Policy and Procedure

Role of the Headteacher

The Headteacher will:

- ensure that the Admissions and screening process is followed;
- ensure that attendance rates are monitored:
- ensure that Attendance Registers are kept up to date and comply with all regulations;
- ensure all school personnel, learners and parents are aware of and comply with this policy;
- work closely with the Admissions officer;
- make effective use of relevant research and information to improve this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report on the success and development of this policy.

Role of the Admissions Manager

The Admissions Manager will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher to ensure policy is followed and screening is complete;
- ensure that all admissions are recorded and that the attendance system is kept up to date;
- ensure the secretary monitors daily attendance;
- support the headteacher to follow up all attendance rates to:
 - ascertain the reason;
 - ensure the learner is safe.
- provide guidance and support to all staff with regard to entry of learners;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report on the success and development of this policy;
- follow the agreed admissions procedures

All documents must be provided by parents for entry.

This includes:

1. Passport
2. Visa if applicable
3. Birth certificate
4. Medical form
5. Living address
6. Previous academic report (with English translations as required)
7. Reference from the previous school is a secondary learner

Admissions Requirements

Admission to BSL is open to learners of all nationalities, ethnicity and religion.

The key admission criteria are that a learner will be able to access the programmes on offer at the school, and will benefit from a challenging, international, English language education. The overarching aim is to prepare learners for higher education and a life of challenge, change and purpose.

The school admits learners whose academic, personal, social, and emotional needs can be met by the programmes and services offered. It should be noted that BSL prepares learners for an international education and not specifically for re-entry into any national education system.

Before admitting a learner, BSL will review recent reports and transcripts from current and previous schools, as well as perform a complete reference check with the current school.

Admission to the school and allocation to particular classes are authorised by the Head of School and advised by the SLT.

The offer of a place may be unconditional or with conditions, for able learners who need to improve their English language ability, dependent upon successfully completing a review of progress and attainment.

English Language Ability and Specific Entry Requirements

The guiding principle for admission to the school is to thrive in the English-language learning environment.

English is the language of instruction in all grades, and the goal is for learners to successfully access the curriculum within a reasonable time. Teachers are trained to support language

acquisition and learning by non-native English speakers, and specialist English teachers provide additional support and instruction.

Students entering in Primary with non-native English speaking skills will be asked to complete an English test involving reading, writing and a verbal interview.

Students entering Lower Secondary (Year 7-9) need to demonstrate English proficiency.

Non-native English speakers will be required to do an entrance test (CAT4) either at school or online in their current school. Any learners requiring additional English support initially may be given a reduced timetable with extra English classes.

Students entering the Senior Secondary School (Year 10-13) should have near-native English proficiency and non-native speakers may be asked to complete and pass the Cambridge First Certificate English test before entering Year 10.

Admissions Policy

- 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 at any time throughout the year. In all cases, an application form must be completed and submitted before further action can be taken.
- Applicants from the ages of around 2 to 18 years are eligible for admission.
- Priority admissions are given to siblings of learners already on roll, returning families from overseas and the children of teaching staff. The acceptance of a learner is never automatic; each family must complete the admission process.
- It is advisable that all applicants (except for Nursery and Reception) are able to understand and communicate in English and, in the Upper Primary and Senior Sections, have sufficient English to access the curriculum. They will therefore sit a CAT4 test.
- 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.
- The Head of School is ultimately responsible for the area of Admissions, including policies and procedures.
- The Head of Admissions coordinates the whole admissions process and is responsible for the collation and distribution of documents, introducing prospective parents to the Headteachers, and ensuring ongoing communications between the parents and the school.

Admissions Procedure

Prior to the child's attendance at the school the parents or guardians must complete and sign the:

- Registration Form

- Acceptance
- Health Form
- Parent School Contract Standard Terms and Conditions.

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.

- Name, home address and date of birth of each child
- 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 issues

Parents will also be asked to provide the school with any further information which they feel will enable us to take that best possible care of their children.

The admission procedure for BSL is as follows:

- On receiving contact from a person considering placing a child here, record the person's and child's names, child's gender and age, address, telephone numbers, other contact information and proposed date of entry.
- On visiting the School, the parents accompanied by the child, should be taken around the school and be given comprehensive information.
- At this point if the child's parents are convinced the school is appropriate for their child they will complete the registration form and be given the Prospectus Pack.
- Key personnel should speak to them.
- Reports from previous schools, educational psychologists or other relevant experts are to be requested.

Screening Process

- Headteacher (or representative) meeting with learner and family
- Testing Cat 4
- All results are listed and noted on the application form

The guiding principle for admission to the school is to thrive in the English-language learning environment.

English is the language of instruction in all grades, and the goal is for learners to successfully access the curriculum within a reasonable time. Teachers are trained to support language acquisition and learning by non-native English speakers, and the ESL teacher provides additional support and instruction.

Students entering Lower Secondary (Year 7-9) need to demonstrate English proficiency.

Non-native English speakers may be required to do an additional test as well as the CAT 4. Any learners requiring additional English support may initially be given a reduced timetable with extra English classes.

Students entering the Senior Secondary School (Year 10 - 13) should have near-native English proficiency and non-native speakers may be asked to complete and pass the Cambridge First Certificate English test, or similar before entering Year 10.

Academic Entry Requirements

- Children applying for Nursery, Reception and Year 1 places are not required to have any prior knowledge of English.
- Learners applying for places in Year 2 and above must have an age-appropriate level of spoken and written English. They may be required to sit ESL assessments.
- They must also have an age-appropriate understanding of numeracy.
- Previous school reports will also be requested.
- A meeting between the Headteacher and the learner will be arranged.
- Students applying for places in Secondary phases (Years 7-11) must have an age-appropriate level of spoken and written English. They may be required to sit ESL and Mathematics assessments.
- For secondary learners, an academic school reference and the most recent school reports must be submitted.
- A meeting between the Headteacher and the learner will be arranged.
- IBDP (Years 12-13) candidates will be required to provide evidence they have achieved 5 A*-C GCSE in their previous studies.
- Candidates will also be required to present past school reports and an academic school reference outlining their commitment to study and learner citizenship.
- Upon presenting this documentation, candidates may sit an assessment of English language and Mathematics designed to assess if they have the level that will allow them to participate in the Pre-University (IB Diploma Programme) curriculum. Beyond this, candidates may be asked to sit exams specific to the subject areas they wish to study, depending on each candidate's individual application.
- Upon meeting the above requirements, places will be offered depending on availability within the subjects candidates wish to study.

Entry Ages

As at 01 September

Level	Age Range	Title	UK	UK National Curriculum Key Stage	USA
Primary	2-3 yrs	Early Years	Pre-school	Foundation Stage	Pre-school
	3-4 yrs		Pre-school or Nursery		Pre-school or Nursery or Pre-K
	4-5 yrs		Reception		
	5-6 yrs	KS1	Year 1	KS1	Kindergarten
	6-7 yrs		Year 2		1 st Grade
	7-8 yrs		Year 3	KS2	2 nd Grade
	8-9 yrs		Year 4		3 rd Grade
	9-10 yrs		Year 5		4 th Grade
	10-11 yrs		Year 6		5 th Grade
11-12 yrs	KS3		Year 7		KS3
12-13 yrs		Year 8	7 th Grade		
13-14 yrs		Year 9	8 th Grade		
14-15 yrs	KS4	Year 10	KS4	9 th Grade	
15-16 yrs		Year 11		10 th Grade	
16-17 yrs	IBDP	Year 12	KS5	11 th Grade	
17-18 yrs		Year 13		12 th Grade	

Entry to Class

After the screening, there should be a minimum of a two day commencement date, to allow for approvals, transfer of information and Teacher readiness.

Admission Register

All new children and all children, must be registered as attending CIS and on our registers. The admission register must:

- contains an alphabetical index of all the learners in the school;
- register a learner on the first day that we expect them to attend;
- make all entries in ink;
- record the following information for each learner:
 1. Learner's full name

2. Gender
3. Parent's name and address
4. The name of the person who has custody of the child
5. Emergency contact numbers of the parent/carer
6. Admission date
7. Name and address of the last school attended

Attendance Registers

We have in place a manual and computerised attendance register system (Engage) that:

- records learner attendance at the start of the morning session and the start of the afternoon session
- records all authorised or unauthorised absences

Attendance will not be taken when the school has had to close due to:

1. in-service training
2. severe weather conditions
3. structural damage
4. fire or other emergency

Inspection of Admission and Attendance Registers

The admission register and all attendance registers are available at all times for inspection.

Preservation of Registers

- The admission register will be retained indefinitely.
- All attendance registers will be retained for a minimum of three years.

Student Exit Process

No agreed time frame is required as per the contract. However, fees will not be reimbursed for with-drawl during May and June.

All learners leaving BSL are required to:

1. Inform the Admissions Office in writing or at least by email. Phone calls and verbal is not acceptable.
2. Parents must finalise all payments with the contracts office.

3. Parents will receive a leaving certificate stating attendance and year levels, plus academic standing.

Statement of Academic Standing

The Head of Admissions, 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
- Academics
- Parental Support using the ratings of Excellent, Good, Satisfactory and Poor

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- ensure that the attendance register will be taken at the beginning of the morning and afternoon sessions;
- bring to the attention of the SLT any irregularities in learner attendance;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Learners

Learners will:

- maintain good (90% plus) attendance throughout the year;
- ensure their parents report their absence to school;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents

Parents will:

- be made aware of this policy;
- ensure that their child of compulsory school age receives suitable full-time education;
- ensure regular and punctual attendance;
- notify school on the first day of learner absence;
- have holidays in term time and authorised by school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be asked to take part in periodic surveys conducted by the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School 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 personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- information displays in the main school entrance

Training

All school personnel:

have equal chances of training, career development and promotion; receive training on induction which specifically covers:

- All aspects of this policy
- Attendance
- Home-School Agreement

- Admissions
- Data Protection
- Equal Opportunities
- Inclusion
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality standards, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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