



Policy Title: Admissions Policy
School Section: Whole School
Audience: Public, Parents

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International School Seychelles



Admissions Policy

You are not born for yourself but for the world

Admissions Policy

RATIONALE

The ISS promotes an inclusive education. As such we endeavor to take in students of different abilities nationalities and backgrounds to make up our unique community. Students applying to ISS shall be accepted based on availability of space in the year group to which they are applying for as well as the school's ability to cater for the students' individual needs.

LINK TO THE SCHOOL CORE VALUES AND AIMS

- Providing a broad and balanced curriculum with the ultimate objective of providing excellence in results and achievements from the teaching aspects and the students.
- addressing the individual needs of all students including special needs, gifted and talented and English language learners
- ensuring a secure and caring environment where all students experience success and development of their potential skills and abilities
- fostering secure values, beliefs and morals by developing self-esteem, self-confidence and self-respect
- responding to individual circumstances

ISS Admissions Procedures

The school accepts applications for admissions throughout the school year and places students for start as and when they enroll. Should a mid-term admission be accommodated, tuition is pro-rated.

The School admits students whose academic and personal needs can be met by the programs and student support services available at the time of admission. While we aim for inclusiveness in our admissions decisions, we reserve the right to refuse admission to students whom we determine will not benefit educationally from attending the ISS and where the school is at any time unable to cater for the immediate specific needs of the applicant. To this effect, careful consideration is exercised before admitting students with the following needs (Please see SEND policy for further details):

- Students with physical, psychological and mental disabilities
- Students with learning differences/difficulties
- Students who are non-native speakers of English; and Who the school considers would not be conducive to the proper and effective management environment and learning schedules of the school and the security and well being of other pupils.
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Conditions for admissions refusal:

The School reserves the right to refuse admission to applicants based on the following considerations:

- There are negative elements in the applicant's scholastic, medical or behavioural record that could potentially have a negative impact on the School community.
- The class size and school special facilities is at capacity for the grade being applied for.
- Required documentation as per admissions procedures is not provided.

Conditions for prioritizing admissions:

The School prioritizes placement of students who:

- are a child of a School employee
- have a sibling at the School who has been registered
- who is a child of a foreign worker who can pay the higher tiered fees to jump the queue

Waiting List

If an application is received for a grade that is already at its enrolment capacity, the student will be placed on a waiting list. In order to be placed on a waiting list, a completed application along with all required documentation and the application fee must be submitted to the School's Admissions team. Applications are placed in priority sequence based on the date that the full application and fee was received. Notwithstanding the above the school reserves the right to refuse an application and to refund any advance fees paid on the later discovery of any circumstances which affect the application which right shall be exercised with extreme caution so as not to cause prejudice or embarrassment to the applicant or to the school.

Successful Placement and Registration

Placement and registration is complete after the following has occurred:

The application has been received along with all required documentation and fees

The application is reviewed and approved by the Head of Admissions

The applicant is interviewed and assessed by the Head of Section and the application is approved. Should there be a need the application is referred to the Head of Inclusion for consideration and approval.

In the event that the above listed individuals are unable to reach consensus on a placement decision, the Principal will be involved to facilitate a consensus.

Registration fees and deposit are paid in full.

Parents receive a formal acceptance letter/email from Admissions to confirm the successful placement and registration of their child(ren).

The student timetable is compiled. Please note that students are grouped to create a balanced cohort. This will include gender ability etc. This decision lies with the Admissions office of the school.

Year Placement Appeals:

In the event a year placement is brought into question by a parent, the following protocol is adhered to:

- Parent informs member of, admissions, that year placement for their child be reconsidered.
- Parent is informed that a student support team consisting of classroom teacher, administration (Head of Key Stage), admissions, and specialist(s) will be considering the appeal collectively. Parent is given an appropriate timeframe in which a decision will be made.
- Additional documentation may be requested of parent to support appeal and further inform decision making (e.g. standardized test results, educational psychologist report, etc.). An assessment or interview with a learning support specialist may also be recommended or required prior to student support team convening to discuss case.
- Student support team convenes and each member is given an opportunity to provide input over the grade placement decision. A collective decision is made concerning the year placement that factors in the best interest of the student in question including the student's capacity and ability to learn and absorb the required level of learning, space availability, learning support/EAL caseloads, existing classroom dynamics, gender balance, potential ramifications of an exception to policy being made (if applicable), parental input, etc.
- Head of Key Stage meets with parent(s) to convey final grade placement decision. If the year placement decision is a trial, commitment to the length of trial period and explanation as to evaluation procedure at the end of the trial period is explained to parent(s).

Withdrawal Notice

To help the school to manage our enrolments efficiently, it is absolutely necessary that parents provide the Admissions team at least one term's written notice of withdrawal. Should one full term's notice to withdraw not be received by the Admissions team, the deposit refund may not be granted.

ISS reserves the right to withdraw an already registered student when any or all of the following conditions apply:

- the student's learning needs cannot be met given available resources
- the student's presence in the class has an ongoing negative impact on her/his classmates
- the student's behaviour is determined to have a detrimental impact on the School community (refer to the respectful policy)

- the student's attendance record is unacceptable (missing 10% or more of classes in any given semester(subject to medical evidence being provided to show the reason for the absences and taking into consideration whether the child, despite showing legitimate reasons for his or her absence, shows the ability and capacity to compete with his or her peers in completing and understanding the set syllabus)(Refer to Attendance policy)

In the event that a student is required to withdraw from the School due to any of the above reasons, no tuition refund will be granted for the balance of the semester that the student is not in attendance.

Requirements for entry into the AS /A Level programme

Sixth Form Entry Procedure

As an inclusive school, individual student's success is of paramount importance and we will consider students on a case by case basis.

The school will set prerequisites based on a student having the capability of achieving an A* to E grade. Students meeting the entry criteria will automatically have entry to the course.

Students wanting to come back to ISS for sixth form will meet with staff to confirm the course and where appropriate work on an individual plan. This will be done in consultation with parents where appropriate.

Suggested that an interview be done for conditional admissions

Each student will be considered individually irrespective of another student.

Year 12:

- Entry requirements to study subjects at AS Level are based on the IGCSE exam results.
- Each Head of Department will specify the entry requirements to study that subject at AS level.
- These pre-requisite grades are available within the sixth form and on the website.
- Any student attaining the entry requirements will be permitted to commence their studies in that subject.
- Any student failing to attain the required entry level will initiate further evaluation to determine the eligibility of the student to study the subject in question. These are detailed below under the heading "Further Evaluation".

Year 13:

- Entry requirements to study subjects at A2 Level are based on the AS exam results.
- Any student attaining grade A, B or C in their AS Level will automatically be accepted onto the A2 course.
- Any student failing to attain the required entry level will initiate further evaluation to determine the eligibility of the student to study the subject in question. These are detailed below under the heading “Further Evaluation”.

Re-sitting an Examination:

There are opportunities for students to re-sit IGCSE and/or AS examinations with the intention to improve their attainment.

Any student considering this option will have discussions with the subject leader and/or Head of Department and/or Head of Sixth to determine the best course of action.

For the majority of cases, the June series of examinations is the preferred time to complete these exams. The November series of exams interferes greatly with the start of the new course at the beginning of the academic year.

Further Evaluation

Below are examples of further evaluations to determine the eligibility of a student to study a subject if they have failed to meet the initial entry requirement:

- Detailed analysis of the IGCSE and/or AS examination results for improved clarity.
 - Discussion with staff who taught them in the previous year.
 - Academic reports on progress and attitude to learning.
 - Pastoral reports on attendance and punctuality.
 - Other sources to determine eligibility.
- Following this, if a student is now permitted to commence their studies, in this particular subject, then the following monitoring checks will be initiated:
 - Subject staff to keep the Academic Coach (AC) informed of:
 - Progress
 - Classwork
 - Homework
 - Work Ethic
 - Overall Attitude to Learning.
 - Attendance & Punctuality will be monitored.

- If, at anytime, through monitoring, or otherwise, any student is identified as failing to maintain the expected levels of ability and/or progress then a intervention plan will commence to support the student. These interventions may include some of the following:
 1. Regular support meetings with the subject staff and/or AC.
 2. Individual short term targets – daily or weekly goals to achieve.
 3. Peer support – work with a fellow student or create a study group for support.
 4. Closer monitoring to include a report card with personal targets.
 5. Student contract that encompasses all aspects of a students’ attitude to learning.
 6. Agreed date for next review.

During this process there will be regular communication between the parent, student and/or staff, HOD and AC to ensure all parties have regular updates on progress.

- The interventions are put in place to support the student both in and out of lessons, with the over-riding aim to get them back on track and working productively in a manner that is progressive and sustainable.
- However, if a student fails to respond then a decision may be taken to recommend that the student may not be suited to this subject. This decision would never be taken lightly and would only occur after a number of intervention strategies had been implemented without showing positive development. At this stage the Senior Leadership Team will meet with the student and parent to discuss a way forward.