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Admissions Policy

Introduction

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 we conform with current legal regulations that govern the admissions process and attendance registers that we must keep, to meet the needs of both local and internationally recognized standards.

We fully understand that an admission process 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 student in the school, the date of admission or readmission, information regarding parents/carers and details of the school attended; and that student attendance must be recorded.

We have a duty to ensure all students 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

1. Responsibility for the Policy and Procedure

1.1 Role of the Head of School

The Head of School will:

- Oversee the work of the Admissions Officer and ensure the policy 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, students 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;
- Ensure that the Admissions Officer provides guidance, support and training to the staff through participation in the inset and induction programme at the school.
- monitor the effectiveness of this policy;
- annually report on the success and development of this policy.

1.2 Role of the Admissions Officer

The Admissions Officer will:

- lead the development of this policy throughout the school;
- work closely with the Head of School 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 Attendance Officer monitors daily attendance;
- support the Head of School 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 students;
- provide training for staff about the admissions process through participation in the school inset and induction programme.
- 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

2. Admissions Requirements

Admission to BSL is open to students 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 students for higher education and a life of challenge, change and purpose.

The school admits students whose academic, personal, social, and emotional needs can be met by the programmes and services offered. It should be noted that BSL prepares students 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 in consultation with the Senior Leadership Team.

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

3. 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 students 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.

- In addition the school would need to ensure there is a space for the child in the required class.
- 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 translation occasionally.
- 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 Head of Schools, and ensuring ongoing communications between the parents and the school.

3.1 All documents must be provided by parents for entry.

This includes:

1. Completed online Admissions Google Form including Medical Form
2. Student passport
3. Visa if applicable
4. Birth certificate
5. Residential address
6. Previous school's academic report (with English translations as required)
7. Completed reference from the applicants previous school.

3.2 Early Primary (Pre-Nursery to Year 1)

Assessment 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.

3.3 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.

3.4 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 Head of Secondary school or, if unavailable, the Assistant Head of Academics. The Head of IBDP takes interviews for all prospective IBDP students).

3.5 Secondary IBDP (Year 12 to Y13)

In addition to the entrance assessment, students wishing to join the International Baccalaureate (IB) Diploma Programme are expected to have achieved a minimum of five iGCSEs (or equivalent) at Grade C or above, including at least two Grade B or above in English, Maths or Science. Students who do not meet the requirements to study the IB Diploma Programme may be invited to study for the

Diploma Courses Programme. Some subject areas have additional specific criteria for entry to their courses.

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

4. Admissions Procedure

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

- Application Form – Online google form that includes medical information.
- The British School of Lomé's, Financial and/or acceptance Agreement.

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
- 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 issues
- Any special educational needs

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.

5. The admission procedure for BSL is as follows:

- 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.

- 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.

6. Decision On Offer of a Place:

Following the entrance assessment, the school will be in a position to advise the family of the final decision within one week, although in most cases a decision will be taken immediately. The final decision would fall into one of three categories:

1. An offer of a place will be made to the family.
2. An offer of a place will be made to the family, subject to availability of a space becoming available in the year group (i.e. the student will be added to our waiting list).
3. An offer will not be made.

The offer of a place is made by the Head of School and will be given, in writing to Admissions, immediately following the assessment and interview. Any questions or requirements for further assessment which may delay the offer of a place should be identified in this communication.

As BSL is not an academically selective 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 behavioural issues which have been highlighted on 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 such, students with limited English who would usually be eligible for that level of study may be offered a Foundation Year programme. The intention is for students to develop their language skills, so they are strong enough to access IGCSE or IBDP study. Progression into IGCSE or IBDP following this is subject to approval from 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.

Depending on the time of entry to the school during the school year, students may be asked to join a year group below their normal placement according to date of birth. This is particularly the case for those looking to join Y11 or Y13 which is effectively more than half way through those courses. Our recommendation will be made clear when the offer of a place is made.

7. Entry to Class

After the Admissions process has been completed successfully, there should be a minimum of a two day commencement date, to allow for approvals, transfer of information and Teacher readiness. Where possible the Admissions Officer will consult with the Head of Section regarding the placement.

Names and Ages of the British Education System Year Groups Compared to others.

| 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 | | 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

²CP = 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

8. Registers

8.1 Admission register

All new children and all children must be registered as attending CIS and on our registers. This is a legal requirement.

The admission register must:

- contains 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

8.2 Attendance Registers

We have in place a computerised attendance register system (HUB Mis) 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

8.3 Inspection of Admission and Attendance Registers

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

9. Preservation of Registers

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

10 Student Exit Process

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

All students 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 Finance office before departure
3. If a parent informs a staff member they are leaving, the staff member is required to inform the Admissions Officer, the Bursar and the Head of School.
4. Parents will receive a leaving certificate stating attendance and year levels, plus academic standing.

11 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
- Academics

12 Roles: staff, parents and students

12.1 School Staff

School Staff 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.

12.2 Role of Parents

Parents will:

- be made aware of this policy;
- ensure regular and punctual attendance;
- notify school on the first day of student absence;
- arrange their holidays in the times advertised in the School Calendar.
- 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.
- Notify the school in advance if emergency leave is required.

12.2 Role of Students

Students 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.

13 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: Oct 2023 Policy review cycle: 2024/2025 (or as and when needed)
Member of staff responsible for the policy: Departmental Head/Coordinator and Head of School

Name:

Signature

Date: