

1. Aims & Objectives

St George's British International School looks to fulfil the potential of each individual child and to do so in a safe and caring environment that aims at the highest international standards. The school draws on the inherited educational expertise of the National Curriculum in England and Wales, and shares the aims of the International Baccalaureate Organisation:

"...to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that ... pupils may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life." (IBO Council of Foundation, 1996)

St George's welcomes students and families who share this vision. We seek students who, along with their families, support the values of the school community. A successful St George's student will participate fully in the opportunities the school provides and face our challenging, internationally focused programme with confidence and enthusiasm.

St George's is open to all children who can benefit from and contribute to the international education offered, regardless of gender, culture, nationality or religion.

Admission is based on a review of records, past performance, age, maturity, class numbers, and acceptable performance on the St George's entrance assessments (see section 2.4)

St George's provides EAL support and assistance for all years. The amount of EAL support time depends on the needs of each student.

St George's will accept children with Special Educational Needs if we feel that we can support them and provide a meaningful education for them. Admission for students with Special Educational Needs is on a case-by-case basis.

2. Procedures

2.1 The St George's admissions process comprises school visits, family interviews, admissions assessments and academic recommendations. The admission process is designed to create a diverse community of learners who operate in an environment of appreciation and respect. International applicants are strongly encouraged to apply. Admissions priority is given to internationally-minded students, children of alumni and the siblings of currently enrolled students.

2.2 Application form and student details

Parents should complete the application form, available on the school website; school records, grades, reports, and any standardised testing must be submitted from previous schools. St George's reserves the right to request a copy of student records before a child is allowed to enrol at the school. Records are essential at IB level. Records must be in English or with official certified translations.

2.3 Year group placement

Children and parents will meet with the Principal and/or Head of the Junior School before enrolment at the school is granted. Occasionally, a student may be initially placed in a lower year group if it is felt that the student could have more success at this level. In addition, calendars and school years with international schools do not always match, so a judgment needs to be made on the appropriate placement of the child and what is best for his/her continued learning and overall development. In general, it is not the policy of the school to place a student in the year group above their chronological age. Whenever possible, applications for a September start should be submitted in the autumn/spring of the preceding school year. St George's accepts International transfer students at all times during the year.

2.4 Assessment

All students applying to enter Year 4 or above will complete a CAT4 test. CAT tests (Cognitive Abilities Tests) are one of the most widely used types of baseline assessment. CAT tests are standardised tests and assess students' cognitive abilities in four main areas: Verbal, Quantitative, Non Verbal and Spatial. The tests are **not** to be seen as IQ tests but rather as assessments of a child's abilities in these areas at a given time. They are assessments of developmental ability and a child's results in these assessments can change over time. A copy of these profiles for all students entering the school is available to all teaching staff and contains a list of teaching and learning strategies that will help teachers to plan and deliver lessons, which suit the learning profiles of the students.

An additional English level test may also be required to ensure students can access the demanding curriculum we offer. The online test assesses use of English, knowledge (vocabulary) and listening/comprehension. Most users will complete in 30-40 minutes and a score/level is issued based on the Common European Framework (see below).

Common European Framework Reference for Languages

Level Group	Level Group	Level	Level name
A	Basic user	A1	Beginner
		A2	Elementary
B	Independent user	B1	Intermediate
		B2	Upper intermediate
C	Proficient user	C1	Advanced
		C2	Proficient

3. Tuition fees

The school policy is that tuition must be paid in advance in order for a child to be admitted to school. Tuition fees and procedures for payment are available from the website or from the school office.

4. Special Circumstances

4.1 Children with Additional Educational Needs (AEN)

St George's offers a tiered amount of support to teach children with specific learning difficulties or disabilities. All children will be assessed to ensure their needs can be met before a place is offered. Should the level of support required exceed 'normal provision', support may involve **additional funding** being requested for the necessary dedicated and individual support.

4.2 Special Needs in the Early Years

We recognise that younger children do have special needs, or may show developmental delay or difficulties as they grow, and that it is frequently too difficult to diagnose these in the early years, as these children have no previous school or assessment history. Often, parents themselves have no indication that their children have difficulties until the first few years of schooling.

St George's will always endeavour to support younger children with special needs as and when these are identified and in order to do this, we will work with parents and professionals to plan together appropriate support for these children through the years ahead. This must necessarily involve defining packages of provision and resources to ensure the best possible outcomes for those children already in Key Stage 1, or as the children move from Early Years (Dragons) into Key Stage 1.

Therefore, Early Years and Key Stage 1 teachers who have concerns regarding the progress of children in their care will raise these with the Director of Student Support and the Heads of Schools in the usual way, and parents will be contacted as early as possible so that these concerns may be communicated and age appropriate forms of assessment agreed. Following a reasonable period to allow for monitoring and assessment, recommendations for external assessment may be appropriate. We will work with parents to agree ways forward to support the child in school for the remainder of his or her time in Dragons or in Key Stage 1, and to plan for transition to the next Key Stage. Such provision may incur an

additional cost to parents to ensure appropriate support for their child. This will become the basis of a Transition Plan for September of the year the child moves to Year 1 or 2.

In circumstances where parents do not wish to, or cannot, support such a plan, the Head of school may not feel able to offer the child ongoing placement at St George's.

4.3 Children for whom English is an Additional Language (EAL)

St George's offers a programme to a limited number of students for whom English is an additional language. Children who have had little or no prior exposure to English will be assessed to ensure their needs can be met before a place is offered. A conditional offer of a place may be made based on the information provided, subject to a subsequent interview and assessment. Any additional support may involve an additional cost.

4.4 Red Dragons

For entry into the Red Dragons (3 years of age), children need to be toilet trained. While, of course, accidents can happen children who experience a relapse with regular accidents would normally be expected to remain at home until full control has been regained

Alternatively, at the Head's discretion, the child may come into school in nappies during the morning sessions.

5. Disclaimer

In making an application for a place at St George's parents confirm that they have read and understand all information provided to them during the application process and that they accept the terms on which the place at the School is offered.

6. Re-registration

Re-registration occurs annually. The School reserves the right to decline re-registration if the specific needs of a child cannot be met in the next school year. Breaches of school regulations and/or non-payment of school fees may lead to the withholding of re-registration documents.

The Principal will update this policy annually

September 2018
