



Admissions Policy

Vision

Inspire. Achieve.

Mission Statement

To inspire excellence in education as an International British school in order to achieve lifelong success, happiness and respect for all.

Philosophy

Our school culture and curriculum is one which welcomes and celebrates the richness and diversity of everyone it embraces. We understand the important role our school can play in creating an inclusive learning environment which ensures Renaissance is a safe, supportive and engaging place for all pupils.

When are pupils admitted?

Renaissance International School Saigon accepts applications for admissions throughout the school year. In most cases a pupil will join his/her chronological age group.

What are the criteria that lead to a successful admission?

Renaissance admits pupils whose academic and personal needs can be met by the programmes and pupil support services available at the time of admission. While we aim for inclusiveness in our admissions decisions, we reserve the right to decline admission to pupils whom we determine will not benefit educationally from attending our school. To this effect, careful consideration is exercised before admitting pupils with the following needs:

Pupils with physical disabilities and/or learning differences:

Placement decisions are made on both determining if the school campus will be a suitable learning environment for the pupil given their particular learning challenge(s), and moreover, if sufficient learning support resources are available to address the pupil's academic needs at the time of admission.

The objective of the Renaissance Admissions team is to establish a clear understanding of the learning needs of its applicants prior to making placement decisions. Therefore, applicants who have a history of requiring learning support are asked to submit any requested documentation prior to any final placement decisions being made.

Any such application will be considered by the Head of School after taking advice from appropriate colleagues including the Deputy and Personalised Learning Centre Manager.

Conditions for assignment of full-time 1:1 aid

In the event it is determined by school that a full-time 1:1 aid is required to meet a pupil's learning needs, the following conditions apply:

- Learning support specialists and classroom teachers reserve the right to determine level of support need for any given pupil and make a final decision about continuation or discontinuation of support services based on demonstrated need. In the event a pupil is deemed to require full-time 1:1 support, the parents are obliged to provide said services at their expense. Any person appointed, and recruited by parents, has to be approved by the Head of School. This may require an interview.
- The learning support team in coordination with classroom teacher(s) determine a suitable weekly schedule for the aid. Special arrangements may be required to ensure adequate coverage for morning and lunch breaks.

Pupils for whom English is an Additional Language:

Renaissance provides EAL support for pupils from Yr 1 to Yr 9. A fee is charged for this service. For Yr 7 to Yr 9 an Intensive English programme is available. A fee is charged for this service. In IGCSE and IBDP additional language support is made available determined by a pupil's and resources available. An additional assessment of language support need may be made after interview by the EAL.

Conditional offer of a place:

In some cases, Renaissance will offer a place for a fixed time and continuation depends upon a satisfactory review. Such offers are made when school needs to ensure it is meeting the specific learning needs of an individual.

Conditions for admissions refusal:

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

- There are negative elements in the applicant's scholastic or behavioural record that could potentially have a negative impact on the school or community.
- The class size is at capacity for the grade being applied for.
- Required documentation as per admissions procedures is not provided.
- School cannot meet the individual needs of an applicant.

Conditions for prioritising admissions:

Renaissance prioritises placement of pupils who:

- intend on registering for a period of a year or longer.
- express a commitment to being a positive and contributing member of our school community.
- are a child of a Renaissance staff member or employee.
- have a sibling at school.

Class Sizes

Maximum class enrolments are as follows:

- EYFS 18
- Primary 20
- Secondary 25

Waiting List

If an application is received for a Year Group that is already at its enrolment capacity, the pupil 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 Admissions team. Applications are placed in priority sequence based on the date that the full application and fee was received.

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 application fees
- The application is reviewed and approved by the Head of School
- If applicable, the PLC Manager, Deputy and any other relevant staff are consulted of before approval of the placement.
- Registration fees and deposit are paid in full (as per fee structure).
- Parents receive a formal acceptance letter from Admissions to confirm the successful placement and registration of their child(ren).

Year Group Placement

Custom and Practice

In line with custom and practice in English Curriculum Schools, Primary at Renaissance adheres to the principle that children should be educated with their chronological year group.

Rationale

- As UNESCO notes, children have a right to be educated with their peers.
- Placing the child in another year group may deny some other child a place at the school.
- As he or she matures, the child may realise that the rest of the class are of a different age, causing an emotional impact.
- The child may begin puberty at a different time from their classmates, which could be confusing for him or her.
- Other interventions may be more appropriate in the long-term; placement outside the chronological year group could simply be delaying that provision.
- Children learn a great deal from their peers, and receive social, emotional and academic support from each other.
- The evidence suggests that placing pupils in a different year group rarely makes a positive difference and can have negative long-term effects.

We accept there will be some situations where this may not be of benefit to the child however, it will only be in **extremely exceptional circumstances** that a pupil will move out of his/her chronological age group. Moving a pupil out of their chronological age group should be regarded as a **highly intrusive intervention**. As such there should be demonstrable evidence that other less invasive interventions have not been, or are unlikely to be, successful in meeting the pupils' needs. In no instance should this be more than a single National Curriculum year. Once moved most children will complete their education within that cohort.

In cases where children have been studying in a different curriculum environment there may be issues around transition or joining the IGCSE programme or IDBP. It may be appropriate to place these pupils in a non-chronological year group but each case must be considered according to its circumstances **and what is in the best interests of the child**.

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

- Parent inform request that Year Group placement for their child be reconsidered.
- Parent is informed that a pupil support team will convene. This includes, but is not limited to, Head of school and/or Deputy and appropriate staff as required. The team will discuss 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. standardised test results, educational psychologist report, etc.). An assessment or interview with a learning support specialist may also be recommended or required prior to pupil support team convening to discuss case.
- Pupil support team convenes and each member is given an opportunity to provide input over the grade placement decision. The Head of School will make the final decision concerning the Year Group placement taking into consideration the best interest of the pupil in question, space availability, learning support/EAL resources, existing classroom dynamics, gender balance, potential ramifications of an exception to policy being made (if applicable), parental input, etc.
- The Head of School or Deputy meets with parent(s) to convey final grade placement decision. If the grade 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).

Entry to Renaissance's IBDP

Pupils applying to the IBDP, will be admitted if they have 5 'C to A*' at IGCSE level or equivalent. They also will need to be able to access at least one Language 'A' subject. In other cases, admission will be determined on a one to one basis following an admissions assessment and interview with the Head of School, Deputy and/or IB Coordinator.

Withdrawal Notice

To help the school to manage our enrolments efficiently, it is absolutely necessary that parents follow school procedures as given in the Admissions contract or the deposit refund will not be granted.

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

- the pupil's learning needs cannot be met given available resources
- the pupil's presence in the class has an ongoing negative impact on her/his classmates
- the pupil's behaviour is determined to have a detrimental impact on the school community
- the pupil's attendance record is unacceptable.

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

Date of procedure and date of next review:

This policy will be reviewed and appropriately updated every three years or more frequently as required.

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| Date of Policy: | January 2015 |
| Consultation with staff and Board: | Completed by December 2015 |
| Ratification by Board of Directors: | December 2015 |
| Date of Review: | July 2016 and then every three years |

Reference has been made to documentation issued by:
Queensland Government Department of Education and Training
Green School Bali
Birmingham City, Telford, Derby City, Salford, South Gloucestershire and Dudley Local Authorities