

Admissions Policy

1. Introduction and Policy on Admissions

The Board of Governors and the School Management apply the regulations on admissions fairly and equally to all those who wish to attend St George's International School Luxembourg ASBL (hereafter **the School**). We are a school which welcomes students from all backgrounds and abilities. All applications are treated in a sensitive and confidential manner.

2. School Admission Procedure

Parents may check the website for curriculum information and the ethos of the School. The School application form, procedure and fee information can be found on the [website](#).

Parents may then make contact with the Admissions Officer who will meet the family and arrange a tour of the School.

The first steps in the admissions procedure are to complete the application form, transfer the application fee, and provide the relevant school reports. All applicants are then required to attend trial day(s) which are arranged by the Admissions Officer in consultation with the family.

2.1 English ability and student age

Students can enter School at the start of the term after their 3rd birthday providing that they are completely independent in their toileting needs.

Students must have sufficient English language proficiency to be able to access learning. The School will endeavour to provide limited English as an Additional Language (EAL) support in the mainstream; however, the School reserves the right not to admit applicants who do not have a sufficient command of English to be able to access the curriculum and have a reasonable opportunity of success.

Students may be admitted throughout the academic year from Nursery to Year 9 inclusive.

For entry to Secondary school a student must be fluent in English. The School will test this as part of the admissions process.

No student will be admitted without the agreement of the Head Teacher of the relevant section of school. For entry into the IGCSE and A level programmes the student must

join the programme at the beginning of Year 10 (IGCSE) or Year 12 (A level). Other entry points are not generally available.

2.2 Students with Special Educational Needs and Disabilities (SEND)

At the initial stage of the admissions process, parents of a student who has any disability or special educational need, or has been enrolled in any educational support programme, **must** disclose this information on the application form. Full details of any previous educational psychologist's evaluation or educational support assessment must be provided. This information will enable the School to make an informed decision of the students learning needs.

A student's level of need is relevant to entry into the School as the School must be sure that it has the facilities and the educational expertise to deal with the identified level of educational need.

Applicants for whom there has not been a full and accurate disclosure of educational records, including previous psychological/educational testing, will not be considered for admission. **If the student is admitted and subsequently a previously diagnosed Special Educational Need and Disabilities (SEND) is identified which was not disclosed by their parents, the School reserves the right to withdraw the place.**

2.3 Documents and trial days

The School **will not** consider an application until reports and all necessary paperwork from previous schools have been received.

The School will then arrange the mandatory trial day(s) for the student. After the trial day(s) has/have been completed, the School will communicate to the family whether the School can offer a place. The School cannot offer a place until the trial day(s) is/are completed.

The School will only consider admission when the following documents have been received.

- The completed application form,
- The application fee,
- School reports and any relevant additional testing results,
- Receipt of any requested further background information,
- An internal report from the trial day(s) of the student.

2.4 Offer of a place at the School

The School will evaluate the student and either make an offer of a place or will inform parents that the student cannot be admitted.

If there is no place in the relevant year group available, the student is placed on the waiting list.

All decisions not to admit are reviewed by the Principal. Offer letters are sent out as soon as possible following the trial days.

3. Sizes of classes

We aim to teach Foundation stage in classes of up to 20 students with 2 members of staff. In Primary Key Stage 1 and 2 we endeavour to maintain this class size however it may be necessary on occasion to slightly exceed this. In Secondary tutor groups will not normally exceed 22 students.

4. Allocation to class

This will be according to the age of the student:

Child's Age (as of 1st Sept.)	School	Key Stage (=Cycle)	Intl Primary Curriculum (IPC)	Class	
3	Primary School	Foundation		Nursery	
4				Reception Class	
5		Key Stage 1 (=KS1)		Milepost 1 (=MP1)	Year 1
6					Year 2
7		Key Stage 2 (=KS2)		Milepost 2 (=MP2)	Year 3
8					Year 4
9	Milepost 3 (=MP3)		Year 5		
10			Year 6		
11	Secondary School	Key Stage 3 (=KS3)		Year 7	
12				Year 8	
13				Year 9	
14		Key Stage 4 (=KS4)		Year 10	
15				Year 11	
16		Key Stage 5 (=KS5) or 6th form		Year 12	
17				Year 13	

Very occasionally exceptions may be made to this rule because of a student's language proficiency or previous schooling experience. This will be done at the discretion of the relevant Head Teacher and the Principal.

The School will place students in appropriate classes or tutor groups. Generally speaking, siblings will be placed in different classes to aid the integration process.

5. Withdrawal of places

The Board of Governors and the School Management maintain the right to withdraw the place of any student who:

- Fails to pay the fees (see the Enrolment section in Parent Handbook)
- For whom the School considers it can no longer provide an adequate academic programme, or the student is unable to access the curriculum on offer.
- Serious or recurring breaches of the School's behaviour policy.
(See Parent Handbook and School discipline policy).
- Consistent lack of parental support for the aims and policies of the School.

This decision is taken after consultation between the family, relevant Head Teacher and the Principal.

6. Monitoring and review

The policy will be reviewed by the Board of Governors every year.

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