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Admissions Policy

Embassy International School is a private school and reserves the right to select which pupils may attend. The purpose of this policy is to describe the philosophy and process supporting admissions.

The school has an equality and diversity policy and does not discriminate based on any protected characteristics, as defined by the appropriate policies.

The school has a vision, core values and mission statement describing how we function and what we expect.

Admission is based on meetings with families (parents and children), discussion of educational values to ensure that our vision has been understood and that families joining the school community understand what this means and support this. This process may involve face to face meetings, guided tours, sometimes a trial day for the children (during which the school assesses whether the child understands and supports our vision), written exercises concerning specific subjects or questions surrounding what the school stands for.

Children will not be refused entry to school based on previous schools' programme alignments or indeed errors. A corrective programme may be necessary, but a child will not be penalised by the Embassy International School for matters beyond the child's control.

Non-compatibility or non-alignment of educational values and vision between families and school is a reason for declining application for admission to the school.

Where exam programmes are involved a language test will be required. If a child cannot display the required level of English they will not be admitted to a public examination programme, but an alternative proposal may be made if they are in alignment with the school's values and vision.

Likewise, for public examination programmes a minimum level of previous attainment is required in certain subjects and/or related subjects. Prospective candidates should discuss this with school at time of initial enquiry. Candidates will either not be permitted to enrol for certain subjects or a corrective programme will be agreed where the main responsibility will lie with the child and family for raising attainment.

Subject options for public examination programmes are closed for planning purposes at the end of April. This concerns years 10, 12 and 13. Year 11 admissions (half way through GCSE exams) depends on individual consideration. There is a minimum number of candidates required to run certain non-strategic subjects. Subjects must be chosen or requested before April. The school cannot guarantee to consider requests after this date.

Admission to a particular class is based on age at 1st September in year of entry. International education programmes vary in their approach to admissions dates and in this case the system a child is coming from or going into are taken into consideration in class placement. A child may be placed in a lower age group based on previous results and school/language history.

Placements in higher age groups are extremely rare and not encouraged as the school runs highly individualised programmes of learning. Such requests must include extensive evidence of achievement very substantially beyond age expected achievements and evidence that such a placement would not lead to deviation or compromise of a child's social development. Any such placement will be monitored carefully and the school reserves the right to reverse such a decision unilaterally.

In the case of children coming from the Polish system (MEN) and continuing in the Polish system, they will be placed in a class **strictly** according to their position in the Polish system. This will be that Year 1 corresponds to MEN 0, Year 2 to MEN I, Year 3 to MEN II and so on until the end of MEN VIII. In the situation of a child being in more than one system their position in the Polish system will take precedence over any other system, for the purposes of class placement. This matter is **non-negotiable** and is essential in the interests of proper organisation of timetables and serves the best interest of the children.

Admissions mid-year in Early Years:

Children will not be admitted to school under the age of three years. There are four start dates for children in Early Years - September (normal start of year), after October mid-term break, after Winter Break, after Spring Break

Places cannot be reserved for Early Years with mid-year start dates as priority will be given to children who are three years old at the start of September. Admissions with mid-year start dates in Early Years will be allocated on a first come first served basis according to availability of places at the start date one before the desired start date. For example, a Spring Break start date will be offered only if there are places in the Early Years after Winter Break.

No exceptions will be made.

The school sets high standards of behaviour. If, during the admission process, a child or family displays behaviour not in agreement with our standards of behaviour, the process will be discontinued and the family will not be admitted to our community. This includes understanding and application of the academic honesty policy.

Specific learning differences are not a reason for non-admission to school and the school will not and does not discriminate against children with specific learning differences. However, non-disclosure of known issues is contrary to the spirit of school/home cooperation and does not enable the school to select an appropriate course of adaptation or further action and establish teaching and behaviour management strategies; the school reserves the right to discontinue a child's participation in school if known issues are not reported at time of admission. This is for the benefit of the child and all members of the school community. The school has an extensive and highly trained and experienced team in supporting special needs of many types and engages fully with the variety of needs identified and known.

Specific learning differences are nothing to be ashamed of, are often temporary and in most cases can be worked with or around. Non-disclosure of known issues can cause (needless) harm and (unnecessary) distress to the child concerned and also seriously disrupt group dynamics, thus harming others. When specific learning differences are declared upon entry a programme of monitoring and engaging with these needs will be agreed upon, and a review schedule put in place.

Lindsay Davidson, Head of School

March 2019

Next revision date July 2019