



## **ADMISSIONS, DISCIPLINE AND EXCLUSIONS POLICY**

Admissions Policy: Version 1 (Dec 2016)

Extent of Policy: Nord Anglia International School Hong Kong (NAIS HK)

Review by: August 2017

### **INTRODUCTION**

Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We very much hope that you and your child will visit NAIS HK Tin Wan and/or NAIS HK Lam Tin, as appropriate for your child. NAIS HK prides itself on putting the needs of the individual first and providing each student with the right amount of encouragement and challenge to relish the next step in the learning process. Students are nurtured and valued within a caring environment, which ensures that learning is fun.

We admit pupils with a range of academic abilities, regardless of race, gender, religion and belief, cultural background, linguistic background, sexual orientation, additional support needs and disability, provided that they are judged capable of coping with the demands of a NAIS HK curriculum, which will enable them to complete the Secondary and Years 12 and 13 and gain entrance to university. Students with background reports, or EHC Plans, may be admitted with the same proviso as above and provided that it is judged that the school can meet their specific needs.

Our aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. The school welcomes staff and pupils from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected.

Most students are admitted to NAIS HK following assessments. Different assessments are held for children of different ages. For students aged 6 and under, this will take the form of an interview with the parents, and/or observation with peers in class. For students aged 7 plus a CAT4 test will be administered, along with an interview of the students and parents.

Entry is also subject to a satisfactory report from the entrant's current school (where applicable). Our policy is to offer places on the basis of the whole picture created by all three of these: we look at school references and interview performance very carefully to gauge candidates' potential.

Finally, we look at the nationality mix requirements and the gender balance of each Year group.

We hope for a close relationship with our families and our policy is to interview siblings and other students with close family connections with the school, and to offer such students places, if we think they will thrive here.



## **1. AIMS**

- 1.1. To welcome students from all backgrounds
- 1.2. To admit students who will benefit from an academic education and contribute to and benefit from the ethos and activities of this school community
- 1.3. To treat all candidates on merit
- 1.4. To treat all candidates in a sensitive manner

## **2. ADMISSIONS PROCEDURES**

- 2.1. There are weekly Parent Information Sessions throughout the year when parents of prospective students are welcome to watch a presentation of the school and take a tour as a general introduction to the School. The Director of Admissions and Marketing, and the Admissions Manager are also ready to see parents individually by appointment at other times and visits can be tailored to individual family requirements.
- 2.2. Applications are accepted on a rolling basis and publicised as such on the school website and in school literature. Applicants for admission should register as soon as possible before entry, and ideally by the December of the year preceding the desired year of admission. Offers of places and acceptances are made to an agreed timescale once the relevant paperwork and assessments have taken place. The results of assessments may be discussed with the parents but other than that, will not be made public. Places are offered in line with the number of students the school can accommodate, the student mix, and in accordance with EDB requirements.
- 2.3. All applicants are treated with care and consideration, including those with additional support needs. Parents of a pupil who has any disability or additional support needs are advised to provide the school with full written details at registration, prior to assessment. The school needs this information so that in the case of a pupil with particular needs, we can assess those needs and consult with parents about the adjustments that can reasonably be made to cater adequately for the pupil's needs, both during the admission process and if an offer of a place is made. Similarly, if additional support needs or a disability become apparent after admission, the school will consult with parents about reasonable adjustments that may allow the pupil to continue at the school.
- 2.4. Failure to disclose any additional support needs may result in the agreement becoming null and void and the place withdrawn.

## **3. ASSESSMENT AND ENTRY PROCEDURE**

- 3.1. NAIS HK is a non- academically selective school. Our selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the School.
- 3.2. The aim of the process is to identify potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The School has a strong background in Music, Drama, Art, Science, community activities and Sport. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.



- 3.3. No specific preparation for the entrance tests is needed; all candidates start on an equal footing, with identical opportunities to display their academic aptitude.
- 3.4. In all cases, the preconditions for admission for candidates are that:
  - 3.4.1 The applicant is of the appropriate age and sufficient maturity.
  - 3.4.2 Commitment to the School's academic, extra-curricular, pastoral and co-educational ethos as described in the School's vision and values.
  - 3.4.3 The School is able to provide adequately for some additional support needs (if any) the applicant may have following assessment by the Additional Support Needs Coordinator if required.
  - 3.4.4 The School, having made reasonable adjustments, has the capacity to cope with any disability the applicant may have.
  - 3.4.5 The applicant fulfils any conditions of offer set out in the conditional offer letter.
  - 3.4.6 Success in the relevant entrance examinations or achieving required IGCSE grades, as appropriate.
  - 3.4.7 A positive, confidential reference from the applicant's present school.
  - 3.4.8 A satisfactory interview.
- 3.5. There is age appropriate assessment for entry into Nursery or Reception (Early Years Foundation Stage, EYFS). However, the School will use permitted forms of selection to appraise prospective pupils and will take reasonable measures to enable any prospective pupil with a disability to undertake such appraisal. Students for whom English is an additional language (EAL) are appraised through practical tasks such as jigsaw puzzles, lego and building train track circuits.
- 3.6. Entry into Nursery is at age 3 and Reception age 4 years old. Applications should register and apply as far in advance as possible. Typically, the first stage of the assessments will take place in January/February. These are conducted informally, like a playgroup session, with the parents in an age appropriate classroom. For students entering Year 1 at age 5 and Year 2 at age 6, the students work in small groups of similar age, with a teacher on a variety of games and puzzles in a friendly, relaxed atmosphere for approximately 45 minutes. Age is a consideration and allowances are made for younger candidates.
- 3.7. Students applying for Year 3 and up (ages 7+) will be required to sit a CAT4 test, and may also be required to join a class for observation, and attend an interview with the Director of Admissions and Marketing / Admissions Manager. References are also sought from the candidates' current schools.
- 3.8. The School uses CAT4 to assess cognitive and reasoning ability to help identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers. The test provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language, providing an invaluable insight into pupils' ability to reason across four distinct batteries: verbal, non-verbal, mathematical and spatial, as compared to the national average.
- 3.9. This allows the School to address patterns and adapt teaching methods to suit individual needs (or group, where a similar learning profile is shared), ensuring feedback is appropriate and targets are achievable.



3.10. Year 12 and 13 applicants are required to attend an interview with the senior members of the staff and places are generally offered conditionally based on GCSEs results.

3.11. Where practical, we interview all candidates as part of our assessment process, and a reference is obtained from the applicant's previous school.

#### **4. TRANSFERRING FROM ANOTHER NORD ANGLIA SCHOOL**

4.1. Our educational philosophy allows families to move easily between our Nord Anglia Education schools.

4.2. Existing families who are transferring within the group have priority placement.

4.3. Parents are required to submit their application along with all supporting documents.

4.4. Student's records, reports and school history will also be requested from their current school.

4.5. Applicants will then be invited in for interview and assessment.

4.6. An offer will then be made, however, if no space is available, the applicant is automatically placed at the top of the waitlist.

#### **5. FLUENCY IN ENGLISH**

5.1. In order to cope with the academic and social demands of NAIS HK, pupils must, as a minimum, be moderately fluent English speakers, to a level that the School considers appropriate to follow successfully the demands of the curriculum.

5.2. Pupils entering Year 9 or below should be at or close to intermediate level (band 4 in International English Language Testing System (IELTS) equivalent).

5.3. For Year 10 entry intermediate level is required, and Year 12 and 13 pupils should be at least at the equivalent of IELTS band 5, or ideally band 6, in all four aspects of the language.

#### **6. CHANCE VACANCIES**

6.1. Should a place become available in a particular year group, candidates who have registered for the appropriate year will be contacted and offered an assessment on a specified date.

6.2. Assessment where vacancies may arise, is by in-class assessment, CAT4 testing and, where appropriate, an interview with the Director of Admissions and Marketing / Admissions Manager, and a report from the candidate's current school (where applicable).

#### **7. DISCLOSURES**

7.1. Parents must, as soon as possible, disclose any particular known or suspected special circumstances relating to their pupil's health, allergies, disabilities or learning difficulties, or other circumstances which may affect their child's performance.

7.2. In the case of additional support needs or any disability, parents may request extra time or special consideration in the examinations, if the need is supported by a recommendation from a professional body.

#### **8. SPECIAL CIRCUMSTANCES**

8.1. We recognise that a candidate's performance may be affected by particular circumstances, for example if:

8.1.1. They are unwell when taking tests or have had a lengthy absence from their school



- 8.1.2. There are particular family circumstances, such as a recent bereavement
- 8.1.3. There is relevant educational history, for example education outside the British system
- 8.1.4. The candidate has a disability or specific learning difficulties
- 8.1.5. English is not the candidate's first language

## **9. ADDITIONAL FACTORS**

- 9.1. The school is oversubscribed in certain year groups. If we have to decide between two or more candidates, who meet our admission requirements after all appropriate allowances and special consideration has been given, we may give preference to:
  - 9.1.1. Debenture holders
  - 9.1.2. An applicant whose parent is a current member of our staff
  - 9.1.3. An applicant who already has a sibling in the school
  - 9.1.4. An applicant with a particular skill, talent or aptitude
  - 9.1.5. Our priority policy is detailed on our web site.

## **10. SIBLING POLICY**

- 10.1. Most siblings join us at NAIS HK. However, admission is not automatic, and the applicant must meet the admission criteria. There may be occasions where we judge that a sibling is likely to thrive better in a different academic environment.
- 10.2. NAIS operates a Siblings Policy whereby younger children are usually given priority. While every effort is made to accept siblings, if the introductory session gives cause for concern then the situation is discussed with the parents. Occasionally, a later point of entry is recommended.

## **11. ADDITIONAL SUPPORT NEEDS AND DISABILITIES**

- 11.1. NAIS HK is inclusive and welcomes applicants with disabilities and additional support needs. The School currently has limited facilities, physical and otherwise, for the disabled and those with additional support needs but it will do all that is reasonable to comply with its legal and moral responsibilities under the regulations and ordinances of Hong Kong SAR.
- 11.2. Parents of a child who has any disability or additional support needs should provide the School with full details on registration and discuss their child's requirements with the School before he or she sits the entrance exam so that reasonable adjustments can be made as necessary. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.
- 11.3. The School shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the School's obligations under equality legislation. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child to ensure that the admissions procedure is accessible for him/her and that the School can cater adequately for him/her if he/she becomes a pupil.
- 11.4. In line with the Equality Act 2010, the School seeks to ensure that pupils with additional support needs and/or disabilities (ASND) are not treated less favourably or put at a substantial disadvantage in matters of admission. The School will always take reasonable measures to support a child with physical difficulties and where possible will make adjustments for accessibility where required. It is a condition of entry that parents provide the School with details



of any ASND, with copies of all written reports and other relevant information before their son attends an introductory session. Should such diagnosis be made after a place has been offered and accepted, or after a student has started at the School, parents are still under an obligation to provide the School with any relevant diagnosis of medical or educational need.

- 11.5. The School will also do all that is reasonable in the case of each student to detect and deal appropriately with a learning difficulty or additional support need. If appropriate, the School may recommend that a student undergoes formal assessment for possible learning difficulties. A formal assessment can be arranged by the School at the parents' expense or by the parents themselves. Remedial teaching provided by the School, either directly or through a third party such as a speech therapist, will be charged as an extra.

## **12. DISCIPLINE AND SCHOOL RULES**

- 12.1. For more detailed information please refer to the Behaviour Policy.
- 12.2. To help develop and maintain good communication and understanding we wish to be very clear about the expectations we have in terms of discipline and behaviour. Discipline is key to the learning process. To fulfil our mission we encourage all pupils to act in a responsible way and with consideration for others. The school's Behaviour Policy outlines how this will be applied in a positive way.
- 12.3. The Policy that governs behaviour is updated periodically after consultation with staff, students and their parents. In essence they can be summed up as follows.
- 12.4. We conduct ourselves with respect: respect for ourselves, respect for others and respect for our environment.

## **13. SANCTIONS AND EXCLUSION**

- 13.1. For more detailed information please refer to the Behaviour Policy.
- 13.2. We promote positive behaviour throughout the school. At the same time pupils know that they are subject to sanctions if they fail to live up to the standards set at Nord Anglia International School, or if they are in breach of the school rules. The nature of the sanctions will depend on the circumstances in each case. Our aim is that pupils learn from any incidents of misbehaviour. Our approach to discipline is first and foremost a positive rather than a punitive one.
- 13.3. Parents and Pupils are encouraged to read the Behaviour Policies.
- 13.4. Pupils and or a parents can voice their concerns to the school or seek redress if he/she feels that he/she has been treated unfairly.
- 13.5. Parents and teachers know that most infringements of school rules are minor. We aim to promote positive behaviour but sometimes a simple sanction provides an effective means by which a pupil is likely to learn from his/her mistake.
- 13.6. In cases of serious or repeated misbehaviour, a pupil may be excluded temporarily (suspended) or permanently (expelled) from the school. These cases are extremely rare. A pupil is likely to be temporarily or permanently excluded for serious misdemeanours. The nature and length of the exclusion will very much depend on the circumstances of the situation, including previous behaviour of the pupil in question.
- 13.7. A temporary exclusion may only be carried out by the Principal, Assistant Principal or Head of Pastoral Care. Parents will be informed in writing of the exclusion and the reasons. A parent or



guardian may appeal against the exclusion to the Principal whose decision will be final.

- 13.8. A permanent exclusion may only be carried out by the Principal. Parents will be informed in writing of the exclusion and the reasons. A parent or guardian may appeal against the exclusion to the Principal whose decision will be final.

#### **14. SCHOLARSHIPS AND BURSARIES**

- 14.1. In line with the charitable objective of NAIS HK to extend and promote education and with its own mission to make such an education available to as many children as possible, NAIS HK seeks to develop each individual's talents and to recognise commitment and success by means of scholarship awards and bursaries as long as funds are available.
- 14.2. The School offers a number of scholarship awards each year to recognise talent in the following areas: Academic subjects, Music, Art and Design, Drama, Sport and All-Round ability. Academic scholarships are available at 13+ and 16+ on the strength of performance in the entrance examination and interview.
- 14.3. Scholarships are worth a reduction in the fees within a range of 10% and up to 100% and are valid for the duration of the students time at the school.
- 14.4. Students for whom English is an additional language are admitted but must be able to cope with the NAIS HK curriculum; if, following assessment, it is deemed necessary for a student to receive EAL support, this will be provided but charged to parents. Students should be at the base level of, or equivalent to, 5.5 IELTS.
- 14.5. Further details of the Scholarship entry and assessment process will be provided by the Director of Admissions and Marketing / Admissions Manager upon request.
- 14.6. NAIS HK seeks to widen access to its mainstream academic education by offering support to parents who would not otherwise be able to afford the fees. NAIS HK is committed to providing opportunity regardless of financial means, as far as the school funds will allow. The level of support will be judged by evidence from our means testing which parents are required to complete annually. The main proviso is that such support will only be given to children who will be able to cope with the rigours of the NAIS HK curriculum and who will make a positive contribution to the life of the School.
- 14.7. Means tested bursaries are available for all year groups. Our bursary programme is generous and is designed to make it possible for as many as possible of those who meet the School's entry criteria to take up a place here. Both parents are required to provide proof of their income and assets.
- 14.8. Levels of support may vary with fluctuations in income. The School's practice is to allocate its entire available bursary funding on entry. The School's expectation is that parents who do not choose to apply for a bursary at the time that their child is being assessed will not require financial support throughout the time that their child attends the School, except in wholly unforeseen circumstances.
- 14.9. The level of support varies according to the level of hardship. Bursaries are always offered for a fixed period, and are subject to periodic review within that period. The family is required to provide fresh information about its circumstances for every year that their child attends the School.



14.10. Application forms for bursaries are available from the Admissions team upon request. Students holding bursaries may also be given help with expenses such as school field trips. Details about scholarships/bursaries, and information of how to apply can be requested from the Director Admissions and Marketing / Admissions Manager.

## **15. MONITORING AND REVIEW**

15.1. The Principal / Director of Admissions and Marketing will monitor this policy regularly. It is reviewed annually.

## **LINKED POLICIES AND DOCUMENTS**

- Behaviour Policy
- Additional Support Needs Policy
- Complaints Policy

Created by J. Archibald 2016