

Admissions Policy

Content:

1. School Background which informs this Policy
2. Documents which inform this Policy
3. Southlands Mission Statement
4. Rationale
5. Admissions Criteria
6. Special Educational Needs
7. Admissions Process
8. Interview with Applicant
9. Review

1. School Background which informs this Policy

1.1 Southlands International School was founded in the 1976 to cater for the small British community in the south of Rome and for those wishing to follow a British-style education. Having a high quality school on their doorstep has meant many Italian parents have been attracted to the school. The school offers the children of these Italian parents the opportunity to follow an approved, adapted Italian curriculum which allows them to sit the Italian Ministry of Education's Elementari and Medie examinations (Programma Ministeriale delle Scuole Elementari e Medie). This combination of an 'international' education through the medium of English, which maintains Italian educational options, is seen as a unique opportunity.

1.2 Southlands International School serves a diverse community of students aged from 3-18 who come from a range of nationalities, cultures and backgrounds. We offer a broad education which uses English as the main language of learning and caters for a range of student abilities. We have over fifty different nationalities represented at Southlands and are proud of this fact. Southlands International School has adopted a set of core values, as articulated in our mission statement, which guide every feature of our educational provision.

2. Documents which inform this Policy

The documents which inform this policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (March 2011) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- IBO (September 2008) Towards a continuum of international education Cardiff : International Baccalaureate
- Special Educational Needs and Learning Support Policy
- EAL Policy
- IB Diploma Options Handbook 2019

Whole School Policies

3. Southlands Mission Statement

3.1 At Southlands Internatioanl School our aim is to ensure that all students:

- receive a high quality education, in the English language, within a nurturing stimulating and creative international ethos
- are inspired, respected, challenged and supported by the well-qualified, dedicated, caring and professional team of staff
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere
- know that their individual qualities, abilities and cultures are recognised and valued
- are provided with additional educational opportunities on and off site, locally and nationally
- are given the opportunity to fulfil their individual potential academically, socially, morally and emotionally
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people
- develop a lifelong interest in learning, the environment, technology and self- development

4. Rationale

4.1 Our Admissions Policy is articulated to encourage diversity and international mindedness in our student body. The students who are admitted to Southlands International School benefit from our educational provision and are expected to enrich our school community and to embrace the core values of the school as outlined in our Mission Statement.

4.2 We recognise that a number of students are less likely to benefit from our model of education. Our policy and procedures are designed to identify these students in order to help parents and the school make the best choices in line with the individual needs of these students.

4.3 Southlands International School also operates a policy on maximum class sizes.

5. Admissions Criteria

5.1 Southlands seeks applications from students who can demonstrate they possess the appropriate levels of academic readiness (typically average to above-average), as well as the excellent attitudes and interpersonal and academic skills required for successful learning in the school. Family priorities include:

- a preference for the iGCSE, in Key Stage 4, and the International Baccalaureate curriculum in Key Stage 5, both known for their academic rigour and diverse assessment methods;
- an appreciation of the value of learning additional languages;
- an expectation that the learner is self-directed, self-motivated and self-disciplined;
- a focus on holistic education that prepares children to participate confidently and positively in society as they become effective 21st Century global citizens.

5.2 Priority is given to the following categories in assessing applications:

- Siblings of current students of the Southlands International School.
- Applicants from the international community.
- Applicants who have English as a first or near native language.

Admissions Policy

Written by Deryck Wilson, Graham Thompson, Colin Bradshaw Bastida, Giulia Rosito, Gabriele Beretta

Date of adoption: 1st September 2015

Date of amended publication: 1st September 2019

Date of review: 1st July 2020

Version 2

Whole School Policies

5.3 We usually place students in the class appropriate to their age in accordance with the English school system, seeking to differentiate for their individual needs within this context. However, transfer from another school system may also take into consideration previous educational records. For instance, students transferring from another international or English-medium school who have effectively satisfied the criteria for promotion in their previous school will be admitted for the subsequent class applicable at Southlands International School. Internal assessment may be used to help reach decisions that aim to be in the best interests of each student.

5.4 The number of years that the student has spent in formal education is not usually used as an indicator for placement or admissions. Similarly, it is not common practice to ask students to repeat a year level purely on the basis of their ability to use the English language. As a general rule, students are admitted to Nursery and Reception only on the basis of their chronological age. In particular, students will be expected to have reached 3 years of age by 31 August of the year of their admission, while all students entering Reception (either internally or as new admissions) would normally have reached 4 years of age by 31st August. Children must be toilet-trained and therefore out of nappies before starting the Nursery class.

5.i Language Requirements

5.i.1 EAL provision (as outlined in our EAL policy) provided by the school is mandatory for children entering the school in Year 1 or later years who on assessment are felt to benefit from additional one to one sessions. There will be an extra cost for this EAL provision.

EAL students will need to demonstrate above average ability and a strong commitment to the ethos of the school. The Principal will take into consideration a number of factors including the balance of students within the class and the size of the class.

All students and their parents are expected to commit to the student acquiring a high level of English.

6. Special Educational Needs

6.1 For applicants who have special educational needs, the school may require an independent educational psychologist's assessment as part of the admissions application process to determine the adjustments that would be required. Applicants with medical or physical disabilities may be required to submit an independent medical report outlining the accommodations that would be required of the school. If individual support is deemed to be necessary then specific arrangements will be negotiated with the family who may be required to wholly or partially fund the extra provision that is needed for their son/daughter.

7. Admissions Process

7.1 It is strongly recommended that parents consult our website www.southlands.it before they apply to Southlands. Here you will find copies of the following forms which will need to be completed, as well as information on fees and required documentation.

- Copy of photographic ID for student and of both parents
- Enrolment form completed and signed by both parents
- Health form

Whole School Policies

- Privacy consent form
- Image consent form
- Transport form (if transport is required)
- Payment Plan signed by both parents
- Codice Fiscale for student and both parents
- Updated vaccination certificates
- Copy of last school report

7.2 Families of students seeking admission to Southlands International School should contact the school to arrange an appointment with the Principal. The purpose of this meeting is for parents to become informed about the school (its core values and its educational programme). Ideally, the student should also attend this meeting or arrange a follow-up interview at a future date. Meeting the student is an important part of the admission procedure. Parents should bring to this meeting the previous school reports.

7.5 Final decisions for admission are based on the evidence outlined above, which serves to demonstrate whether the applicant meets all of the admissions criteria.

7.6 Decisions on admission are determined by the Principal of the School whose decision is final.

7.7 If places are available, students who fulfil our admissions criteria may be admitted at any time during the academic year at the discretion of the Principal.

7.8 Students will not be admitted if any of the following circumstances apply:

- the student has been expelled from their previous school.

8. Admission to the IB Diploma Programme

Our goal throughout the IB Diploma admissions process is to be inclusive and hold the student's best interests at the centre of any decision made.

8.1 Students will be required to meet a minimum academic criteria. Generally, but not always, this is evidenced in obtaining a series of recommended iGCSE grades in Year 11 (Appendix 1).

8.2 All entering IB Diploma students will meet with the Principal and IBDP Coordinator to explore the aims of the IB Diploma including; the learner profile, the objectives of the core programme and the approaches to learning.

Whole School Policies

8.3 Where iGCSEs or their educational equivalent have not been obtained students will meet with the Principal and IBDP Coordinator to assess student suitability for the Diploma programme.

8.4 On review of previous school reports, the student will complete a number of entry examinations to assess the suitability of the student for their preferred IB Diploma subjects options.

8.5 The value the school places in the IB Diploma means it is our aim for all students to be supported in completing the full IB Diploma Programme. In the exceptional circumstance that a student is deemed unsuitable for the Diploma, but it is felt they will contribute to and develop within an IB curriculum, they may be admitted based on selecting a number of agreed courses.

9. Interview with Applicant

9.1 Applicants will have an interview with the Principal, Head of Primary / Senior School or the IBDP Coordinator..

10. Review

10.1 This policy will be reviewed annually to reflect the changing needs and demographics of the school cohort.

Appendix 1 – Recommended minimum iGCSE grades for IB Diploma Programme

<u>SUBJECT</u>	<u>Recommended minimum iGCSE grades for HL entry</u>	<u>Recommended minimum iGCSE grades for SL entry</u>
<u>English A Literature</u>	B/6 in Literature	C/4 in Literature
<u>Italian A Language and Literature</u>	A*/8 or studied Italian A pathway	B/6 or studied Italian A pathway
<u>Language B</u>	A/7 or high level of language skill	B/6 or high level of language skill
<u>Language ab initio</u>	Not offered	No requirement
<u>History</u>	B/6 in History	C/4 in History
<u>Economics</u>	B/6 in History and Mathematics	C/4 in History and Mathematics
<u>Business Management*</u>	Not offered	C/4 in History
<u>Philosophy*</u>	Not offered	C/4 in History and English Language
<u>Psychology*</u>	B/6 in History and English Language	C/4 in History and English Language
<u>Biology</u>	B/6 in Combined Science	C/4 in Combined Science
<u>Physics</u>	B/6 in Combined Science and A/7 in Mathematics	C/4 in Combined Science
<u>Chemistry</u>	B/6 in Combined Science and A/7 in Mathematics	C/4 in Combined Science
<u>Mathematics Analysis and Approaches</u>	Not offered	A*/8 in Mathematics
<u>Mathematics Application and Interpretation</u>	A*/8 in Mathematics	C/5 in Mathematics

