



Admissions Policy

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Executive Summary

This policy supports the admission of new pupils to St George's British International School. It serves to ensure that decisions on applications are undertaken in a **fair and transparent fashion** and that no applicant is discriminated against or treated unfairly on any grounds.

It is aimed at prospective parents / legal guardians in order to outline the procedures undertaken by the School and the steps to be followed throughout the application process. It confirms how the School considers applications and who is eligible for admission. This guidance is segmented into the following categories: pre-application, application, review of application, entrance assessment, decision, year group placement, additional educational needs, particularly able pupils, tuition fees, Red Dragons entry, Year 11 and Year 13 entry and re-registration.

Further, this policy outlines the **responsibilities** of all staff members involved in the admissions process.



Section 1: Introduction

1.1 Policy Statement

St George's British International School was established in 1958 to serve the needs of Rome's British and international communities. The school aims to develop highly successful individuals who can enter into the world with confidence and curiosity.

St George's looks to fulfil the potential of each individual child and to do so in a safe and caring environment that aims at the highest international standards. The school draws upon the expertise of the National Curriculum for England and Wales, culminating in the International Baccalaureate Diploma Programme (IBDP).

St George's is open to all children who can benefit from the international education offered, regardless of gender, culture, nationality or religion. Priority admission is given to families/pupils who fulfil any of the following criteria:

- a. siblings of currently enrolled pupils
- b. children of alumni
- c. international families relocating from outside of Italy
- d. Italian families relocating from UK or international-curriculum schools outside of Italy
- e. international families applying from within Italy
- f. Italian families applying from international-curriculum schools within Italy
- g. families employed by United Nations agencies or Embassies

St George's considers the following information when processing decisions on applications: the application form, school reports and past performance, entrance assessment (CAT4 test - applicable only to pupils entering Year 4 and above), age, maturity, class numbers and availability of space. Information relating to medical conditions or extenuating circumstances is also taken into consideration.



St George's provides English language support to pupils who require it. The amount of support time is dependent on individual needs. St George's will also accept children with Special Educational Needs if it is felt that a meaningful education can be provided. Such applications are reviewed on a case by case basis and are subject to the School being able to offer the full level of support required.

St George's accepts applications and admits pupils at all times throughout the school year, subject to availability.

1.2 Aims

The aims of the School's Admissions Policy are:

- to ensure that procedures for prospective candidates are clear and transparent
- to confirm who is eligible for admission to St George's British International School
- to provide an overview of the admissions process
- to make clear the School's approach to pupils with Additional Educational Needs
- to explain the School's approach to Year Group placement
- to guide staff members involved in the admission of new pupils to the School.



Section 2: Practice and Procedure

2.1 Pre-Application

Prospective families are encouraged to make contact with the Admissions Team prior to submitting an application. The Admissions Team are happy to provide up to date information on the availability of spaces in the year group to which the family is considering applying, and can provide as much information as is requested by the family.

St George's welcomes families who would like to undertake a visit to the school, in order to tour the facilities and learn more about the application process and curriculum.

2.2 Application

2.2.1 Application Form

In order to be considered for entry to the School, an Application for Admission form must be completed in full and submitted via the St George's website. A failure to disclose information, for example in relation to learning difficulties faced by the applicant, may result in disqualification from consideration for admission.

2.2.2 Supporting Documentation

In order to be considered as complete, applications should be accompanied by a copy of the child's most recent school report. Where the report is in a language other than English or Italian, a certified copy, translated into English, should be provided.

Applications must also be accompanied by a copy of the child's passport, as well as passport copies for both parents / legal guardians.



2.3 Review of Application

Submitted applications are reviewed by the Head of Admissions and Marketing as well as the Heads of School / Principal.

The Admissions Team will contact the family to advise on the status of the application and any next steps that the School wishes to proceed with in order to further consider the application.

2.4 Entrance Assessment

All applicants to Years 4 and above are required to sit the School's entrance assessment (CAT4), prior to the offer of a place. Progression to sit the Entrance Assessment is not automatic and is by invitation only; normally when a space is available in the year group to which the pupil is applying.

The CAT4 is an online cognitive abilities test and can be taken at the pupil's current school. Applicants based in, or who are visiting Rome, are invited to sit the assessment in person at St George's as part of a tour and meeting with the Admissions Team.

The results of the CAT4 assessment do not determine whether a pupil is offered a place at the School. Nonetheless, they are a very important component of the application process as they provide an accurate snapshot of the pupil's current level of learning. The assessment results are used as a guide by teachers to ensure that pupils, when enrolled, can be appropriately supported – and challenged.

2.5 Decision

Where places are available, the School aims to offer places to all applicants. Due to the high demand for places amid usually-limited availability, places will be offered to candidates according to priority (see 1.1 Policy Statement).



Offers of admission are communicated via the issuing of a Registration Contract, by email. A pupil's place is formally confirmed upon receipt of a scanned copy of the signed Registration Contract, as well as payment of the Registration Fee.

Where the School is not immediately able to issue an offer of admission, candidates will be retained on the waiting list until a space becomes available. The Admissions Team provides periodic updates to candidates on the waiting list and encourages regular and continued communication with the families.

In instances where the School feels it will not be able to accept a pupil, families will be notified that their application has been Unsuccessful. Such cases may include an inability to provide for a specific need, a pupil having insufficient comprehension of the English language (particularly applicable to the upper years of the Senior School), other difficulty in accessing the curriculum, or where a particular year group is heavily oversubscribed.

2.6 Year Group Placement

St George's places pupils in the correct year group according to their date of birth. Only in exceptional circumstances may a pupil be approved to join a year group that does not correspond with their age – most commonly to the year group below if it is felt that this is of most benefit to the child based upon their circumstances. Rarely, a pupil may be permitted to join a year group higher than their age, normally only if they are already a year ahead of their age in their current school and are following the UK Curriculum.

Furthermore, calendars and school years at different international schools do not always match, so a judgment needs to be made on the appropriate placement of the child and what is best for his/her continued learning and overall development. In general, it is not the policy of the school to place a student in the year group above their chronological age.



2.7 Additional Educational Needs (AEN)

2.7.1 English as an Additional Language (EAL)

St George's provides EAL support and assistance for all years. The amount of EAL support time depends on the needs of each pupil.

St George's may request applicants to undertake an English language assessment as part of the admissions process in order to identify the level of support needed. The online test assesses use of English, knowledge (vocabulary), listening and comprehension. Most users will complete this assessment in 30-40 minutes and a score/level is issued based on the Common European Framework.

Common European Framework Reference for Languages

Group	Category	Level	Level name
A	Basic user	A1	Beginner
		A2	Elementary
B	Independent user	B1	Intermediate
		B2	Upper intermediate
C	Proficient user	C1	Advanced
		C2	Proficient

2.7.1 Special Educational Needs (SEN)

St George's will always endeavour to support students with special needs as and when these are identified. The School works with parents and, in some cases, external professionals, to plan appropriate support for pupils. This necessarily involves defining packages of provision to enable them to achieve the best possible outcomes in school.



Many children may need some short-term support to help them make expected progress during their first term at St George's. In cases where children come with a history of need, the Director of Student Support Services is routinely involved in the admission to assess the extent to which the child's needs can be met at St George's. A recommendation may be made for a provisional place offered for a fixed in order period to gain a more detailed understanding of the child's support needs.

If, on review, a child's support needs involve assessment and further intervention, additional funding may be required.

In some cases, however, for a variety of reasons and across all key stages, a child's special needs may not have been identified prior to admission to St George's. In these cases, teachers who have concerns regarding the progress of students in their care will raise these with the Student Support team and the Heads of Schools. Parents will be consulted and appropriate strategies agreed. These may include a variety of approaches, as well as observation and monitoring. These results will be shared and recommendations made, if necessary, for further intervention and possible formal assessment.

In cases where further intervention and formal assessment are required, an additional cost to parents/carers may be required to ensure appropriate ongoing support for their child. In circumstances where parents cannot or do not wish to support such a plan, the relevant Head of School may no longer be able to offer the child ongoing placement at St George's.

2.8 Particularly Able Pupils

St George's uses CAT4 assessment scores to identify pupils with particular abilities in the four areas of Verbal, Non-Verbal, Quantitative and Spatial. Pupils who score highly, in excess of 125 in at least one area can qualify to be included in the school's Particularly Able register, accessible to all teaching staff. Particularly Able pupils are supported and extended throughout the curriculum and beyond with a range of strategies including



in-class differentiation, extension programmes, regular competitions and challenges and through the school's extra-curricular provision.

2.9 Tuition Fees

The school policy is that tuition must be paid in advance in order for a child to be admitted to school. Tuition fees and procedures for payment are available from the website or from the school office.

2.10 Red Dragons Entry

For entry into the Red Dragons (3 years of age), children need to be toilet trained. While, of course, accidents can happen, children who experience a relapse with regular accidents would normally be expected to remain at home until full control has been regained.

Alternatively, at the Head's discretion, the child may come into school in nappies during the morning sessions.

2.11 Year 11 and Year 13 Entry

Admission into Year 11 (half way through the two year IGCSE programme) and Year 13 (half way through the two year IB Diploma Programme) poses several challenges for pupils. New pupils will only be accepted into these year groups if the school is fully satisfied that the pupil is in a position to be able to access the curriculum and cope with the rigours of covering two years of curriculum work within the space of one year. At IGCSE level, such pupils may be recommended to follow a reduced curriculum in order to provide extra time for further studies and catch-up.

Pupils transferring from an IGCSE or IB programme elsewhere can be considered for admission, subject to the availability of places. It is particularly beneficial to them if they have been following a combination of subjects that is also available at St George's, in order to allow for a smoother transition.



2.12 Re-registration

Re-registration occurs annually. The School reserves the right to decline re-registration if the specific needs of a child cannot be met in the next school year. Breaches of school regulations and/or non-payment of school fees may lead to the withholding of re-registration documents.



Section 3: Assessment and Record Keeping

1. The Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for **entering applicant details** into the school's student information management system in accordance with GDPR requirements.
2. The Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for **recording applicant information** e.g. transcripts and reports on the School server
3. The Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for producing and sending **offer contracts**.
4. The Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for receiving and recording **offer responses**, including signed contracts
5. The Accounts Manager is responsible for issuing **invoices** and tracking receipt of registration fees
6. The Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for **coordinating entrance assessments** with pupils and their current/previous schools, including the configuration of profiles on the GL Assessment website.
7. The Admissions Officer is responsible for downloading Excel Reports for Key Stage 3 / IGCSE / IB Pointers for Admitted pupils.
8. The SIMS Academic and Data Officer is responsible for entering Pointers for Admitted pupils into the student information management system.
9. The Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for collecting and processing responses to the Medical Form, Permission to Collect Child Form and Transport Services Request Form
10. The Bus and General Services Coordinator is responsible for liaising with families that request use of the school transport services, including the **allocation of new pupils on to a regular school bus route**
11. The Lead First Aider is responsible for verifying and recording the confirmed medical information provided by new pupils



12. The Head of Admissions and Marketing is responsible for collecting and processing responses to the Personal Data and Multimedia Consent Form
13. The Head of Admissions and Marketing, Admissions Officer (La Storta) and PA to the Head of Junior School (City Centre) are responsible for following up with **waitlisted** candidates and managing enquiries via email.
14. The Head of Admissions and Marketing and the Admissions Officer are responsible for **providing information on courses choices and option subjects** to the Assistant Head Teacher for timetabling and class allocation where required.
15. The Admissions Officer is responsible for scheduling **EAL assessments**, where required, including the configuration of assessments using TrackTest, and the provision of results to the EAL Coordinator
16. The Head of Admissions and Marketing is responsible for requesting and storing information related to **Special Educational Needs (SEN)** and coordinating review of SEN information with the Director of Student Support Services.
17. The Head of Admissions and Marketing is responsible for providing welcome packs and enrollment instructions to new pupils, including the organisation and oversight of **New Pupils' Morning**.



Section 4: Staffing and Resources

Post	Responsibilities
Principal	<ol style="list-style-type: none"> 1. Confirming annual student recruitment targets and cohort capacities across the whole school, in consultation with the Board of Governors, Heads of School and Head of Admissions and Marketing 2. Approving offers of admission to the School 3. Conducting interviews with prospective applicants and families
Heads of Junior Schools	<ol style="list-style-type: none"> 1. Conducting interviews with prospective applicants and families as required
Head of Admissions and Marketing	<ol style="list-style-type: none"> 1. Leading the overall admissions strategy for the school 2. Meeting with prospective families to advise on the admissions process 3. Conducting tours of the school facilities with prospective families 4. Providing relevant Key Stage application guidance to prospective applicants, including IGCSE and IB Options 5. Monitoring statistical data and availability of places in each year group 6. Producing admissions reports for the Principal, Strategy Team and Board of Governors 7. Leading on the development of admissions and marketing collateral 8. Engaging with teachers, pupils and the school community in support of admissions objectives 9. Leading in the planning, preparation and execution of admissions events e.g. New Pupils Day, Open Mornings 10. Receiving and responding to enquiries from prospective families
Admissions Officer (La Storta campus admissions)	<ol style="list-style-type: none"> 1. Receiving and responding to enquiries from prospective families via telephone, email and in person 2. Scheduling and conducting visits and tours for prospective families 3. Tracking applications, offers and acceptances per year group 4. Entering applicant and new pupil information into the school's information management system 5. Arranging CAT4 assessments for prospective candidates 6. Processing decisions on applications and sending out offer letters and registration packs 7. Assisting in the planning, preparation and execution of admissions events e.g. New Pupils Day, Open Mornings 8. Maintaining a stock supply of admissions collateral 9. Ensuring an up to date waiting list is maintained for each year group 10. Tracking the payment of registration fees in consultation with the Accounts Manager and Head of Admissions



	<ol style="list-style-type: none"> 11. Liaising with the school infirmary to provide accurate medical information for new pupils 12. Liaising with the PA to the Head of City Centre Junior School regarding dual-campus admissions and campus transfer requests
PA to the Head of City Centre Junior School (City Centre campus admissions)	<ol style="list-style-type: none"> 1. Receiving and responding to enquiries from prospective families via telephone, email and in person 2. Scheduling visits and tours for prospective families 3. Tracking applications, offers and acceptances per year group 4. Entering applicant and new pupil information into the school's information management system 5. Arranging CAT4 assessments for prospective candidates 6. Processing decisions on applications and sending out offer letters and registration packs 7. Ensuring an up to date waiting list is maintained for each year group
Receptionists	<ol style="list-style-type: none"> 1. Greeting visitors to the school 2. Directing admissions enquiries received via the school's main switchboard to the Admissions team



Section 5: Linked Policies

1. Learning Support Policy



Monitoring and Review

This policy will be reviewed by the **Principal** in **September 2023**.

Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

Change History Record

Version Number	Description of Change	Author(s)	Date of Issue
1.0	Updated procedures and template	BK and DT	March 2019
1.1	Header error fixed	DT	November 2019
1.2	Entry into the Sixth Form appendix added	DT	September 2022
1.3	Entry into the Sixth Form appendix amended at the request of the BOG	DT	February 2023



Appendix - Entry into the Sixth Form

1. Entry into the Sixth Form - Current Pupils

The IB Diploma Programme is an academically challenging pre-university curriculum that is not suitable for all pupils. In order to ensure that pupils have the academic potential to thrive within the programme, existing pupils are required to achieve the following entrance requirements:

1. At least five (5) IGCSEs at grade 9-4 (A*-C) including Mathematics and English.
2. At least a grade 6 (A*-B) in the subjects they wish to study at higher level (where such subjects or a comparable subject are offered at (I)GCSE at the school). Some subjects require a higher grade.
3. At least a grade 4 or 5 (A*-C) in those subjects they wish to study at standard level (where such subjects or a comparable subject are offered at (I)GCSE at the school), although subjects require a higher grade.
4. Due to the academic challenge that some subjects offer the following additional entrance requirements exist for these subjects:
 - a. At least a grade 8 (A*) in (I)GCSE Mathematics if they wish to study higher level Mathematics [a grade 9 is recommended].
 - b. At least a grade 7 (A) in (I)GCSE Physics/Double Award if they wish to study higher level Physics.
 - c. At least a grade 7 (A) in (I)GCSE Chemistry/Double Award if they wish to study higher level Chemistry.
 - d. At least a grade 7 (A) in (I)GCSE Biology/Double Award if they wish to study higher level Biology.
 - e. At least a grade 7 (A) in (I)GCSE Computer Science if they wish to study higher level Computer Science.
 - f. At least a grade 7 (A) in (I)GCSE Biology or (I)GCSE PE if they wish to study higher level Sports, Exercise and Health Science.
 - g. At least a grade 8 (A*) in the relevant (I)GCSE Language if they wish to study a higher level Language B course.



2. Entrance into the Sixth Form - New Pupils

The IB Diploma Programme is an academically challenging pre-university curriculum that is not suitable for all pupils. In order to ensure that pupils have the academic potential to thrive within the programme, new pupils who have studied (I)GCSEs in their previous school are required to achieve the same entrance requirements outlined in the previous section for existing pupils.

For new pupils who have not studied for (I)GCSEs in their previous school, the following entrance requirements for progression onto the IBDP apply:

1. Evidence of a standard equivalent to at least five (5) IGCSEs at grade 9-4 (A*-C) including mathematics and English within their curriculum of study.
2. A mean of at least 110 within the CAT4 assessment.
3. In cases where clear evidence of academic potential does not exist, departmental assessments to assess academic potential within the IBDP will be conducted.

3. Entrance into the Senior School - EAL Pupils

As pupils progress through the school, the academic demands on them increase. In order to thrive within the curriculum, functional fluency within the English language is required. In order to ensure that newly admitted pupils are able to thrive academically, we require older pupils to have a strong level of English prior to entry. Any pupil (regardless of their home language or languages) who scores below 100 in their verbal reasoning assessment will undergo an EAL screening assessment. Pupils will need to achieve a level equivalent to at least B1 in the CEFR.

This information is provided as guidance and designed to ensure that all pupils (either current or prospective) follow the path that is most suitable for them to succeed. The school reserves the right to consider each pupil on a case-by-case basis. The decision to admit existing pupils onto the IBDP rests solely with the school.