

ADMISSIONS POLICY

April 2022

ICS Milan is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. The School

1.1 ICS Milan serves a diverse community of students from a range of nationalities, cultures and backgrounds. We offer a broad based education which uses English as the main language of learning and caters for a range of student abilities. As part of the Globeducate family of schools <https://www.globeducate.com>, we promote the shared vision “we prepare each student to be a global citizen who can shape the world”

1.2 The school is explicitly committed to full implementation of the EYFS framework in the Early Years, the IPC and Cambridge Maths and English programmes in the Primary school and the Middle Years Programme and the Diploma Programme (from 2023) of the International Baccalaureate in the Secondary school. In addition, we are recognised by the Italian Ministry of Education as a **Scuola Paritaria and Partificata**. This means that children of Italian parents have the opportunity to follow an approved, adapted Italian curriculum which allows them to sit the Italian Ministry of Education’s examinations. This combination of an ‘international’ education through the medium of English, which maintains Italian educational options, is seen as a unique opportunity. Our curriculum is fully integrated to enable this.

ICS has adopted a set of core values which guide every feature of our educational provision.

2. Rationale

2.1 Our admissions policy is articulated to encourage the maintenance of diversity in our student body, as well as to ensure that students who are admitted to ICS Milan can benefit from our educational provision and be successful in the terms of our structured objectives for learning.

2.2 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.

2.3 ICS Milan also operates a policy on maximum class sizes.

3. Admissions Criteria

3.1 ICS Milan seeks applications from students who can demonstrate they possess the appropriate levels of academic readiness as well as the excellent attitudes and interpersonal and academic skills required for successful learning in the school.

The School will individually assess each applicant to ensure that the School can fully support the applicant in achieving the curriculum goals. This has an impact on accepting students with significant learning or emotional needs and each case will be considered on an individual basis.

3.2 Students are expected to have:

- an appreciation of the value of learning additional languages;
- an expectation that the learner is self-directed, self-motivated and self-disciplined;

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- a focus on holistic education that prepares children to participate confidently and positively in society as they become effective 21st Century global citizens.

3.3 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 ICS Milan. Internal assessment may be used to help reach decisions that aim to be in the best interests of each student.

3.4 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.

3.5 We assess each applicant through a review of their profile including documents such as past school reports, and interview, and a CAT 4 test to determine an applicant's academic strengths and challenges. Additionally, for entrance into the DP, applicants will be asked to complete baseline English and Mathematics tests.

3.6 For the DP, subject choices available will depend on the previous academic performance of the applicant. In order to select a subject at standard level a student should have attained at least a 4 in MYP, although a 5 would be desirable. In order to study a subject at higher level a student should have attained at least a 5 in MYP. In addition, if choosing a HL science, a student should also have attained a 5 in MYP mathematics. For those applying from outside the MYP system, we will look at reports from previous schools and levels attained in any other qualifications, for example IGCSE. In all cases students will be considered on a case-by-case basis, reflecting on the academic profile of the student as a whole, rather than judging on the basis of any one single grade.

3.7 The above also applies to internal candidates who wish to pursue the diploma program in years 12 and 13, although other pathways may exist for those whom the DP is not appropriate.

4. Language Requirements

4.1 EAL provision (as outlined in our EAL policy) provided by the school is mandatory for children entering the school in Year 2 or later years. There will be an extra cost for this EAL provision. EAL students will need to demonstrate a strong commitment to the ethos of the school. The School 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.

5. Special Educational Needs

ICS Milan is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

5.1 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.

6. Admissions Process

It is strongly recommended that parents consult our website <https://www.icsmilan.com/admissions/how-to-apply> before they apply to ICS Milan. Here you will find copies of the following forms which will need to be completed, as well as information on fees and required documentation.

Families of students seeking admission to ICS Milan should contact the school to arrange an initial appointment with a member of Admissions Manager and/or the School Manager depending on the school site they are interested in. The purpose of this meeting is for parents to become informed about the school (its core values and its educational programme).

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

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

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 Executive Principal.

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

- the student has been expelled from their previous school

Review

This policy will be reviewed as and when required but no later than April 2023.

Reviewed and updated October 2022 (HBB)