



International School
of Hellerup



Admissions Policy

International School of Hellerup

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Admissions Policy

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Our Guiding Principles

At ISH, the Admission Policy reflects the IB's guiding principle that "inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers". This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Whether through differentiated instruction, targeted support, or fostering an environment that values diversity, our Admissions Policy prioritizes the engagement and success of every learner, ensuring they thrive within our inclusive and globally minded community.

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values.

ISH Mission Statement

Our mission is to provide the highest quality education in a student-centred environment by empowering individuals to fulfill their human potential to become purposeful life-long learners and responsible global citizens.

Admissions Policy

All IB policies are available on our school website under the ['School Policies'](#) page.

Our Admissions Philosophy

At ISH, we seek reasons to admit students to our school, rather than reasons to limit admission. We aim to ensure a diversity of gender, culture, and nationality at ISH. We recognize that our openness to include should be balanced with the need to ensure the safety and security of all. As part of the decision making process, our capacity to meet the needs of each applicant is thoughtfully considered. ISH is principally an academic school; students move on from ISH to further education. We therefore seek to promote ourselves in the community as a school welcoming hardworking, internationally minded, life-long learners.

Admissions Commitment

ISH is committed to excellence in education and to the personal growth of every student. We are proud of our highly qualified and effective team of teachers. Our goal is to provide students with the best possible programme of academic and personal development in a challenging and supportive environment. With over 70 nationalities represented in our student body, our students learn in a multicultural community where each person is respected regardless of nationality, race, religion or other identity. As an IB World School, we offer three main programmes of the International Baccalaureate: the Primary Years Programme (PYP) and the Middle Years Programme (MYP years 1-4) at our Hellerup campus and the Middle Years Programme (MYP 5) and the Diploma Programme (DP) at our Østerbro campus.

Admissions Rights and Responsibilities

The Rights of the Community

Students

- Receive a quality education, as education for *all* is a human right
- Are treated with dignity and respect in the admission process
- Are included in the admissions process
- Have continuity in their learning

Families

- Receive timely responses
- Receive all the guidelines and necessary information
- Are treated with dignity and respect during the admissions process

The School

- Receives complete and accurate information from families about the student. The school reserves the right to reconsider admission whenever false information is discovered.

Responsibilities of the Community

The School

- ensures access to IB education to the broadest possible range of students and the education provided is accessible to the whole school community.

The School Community

- understands that every child has a right to education.

School Leadership

- Ensures that diversity is understood to include **all members of a community**
- Secures access to an IB education for the broadest possible range of students
- **Promotes learning diversity** as a valued and rich resource for building **inclusive communities**
- Communicates with families in a timely manner and provides opportunities for a dialogue
- Communicates and provides all guidelines and information about processes and procedures
- Listens to the voices of all learners, their parents and caregivers, support staff and non-teaching staff

Teachers

- Welcome and include new students into their class community and facilitate farewells for leaving students

Families

- Equip the school with all required information to enable timely responses and adequate preparation to ensure continuity of learning and inclusion

Admissions and the Learner Profile

- **Principled:** We will admit students who we believe will be able to succeed academically and emotionally at our school. We will make decisions that are in the best interest of our students and the applicant.
- **Balanced:** We will ensure that we consider applicants from our entire community.
- **Open-Minded:** We will ensure that we consider applicants equally, regardless of nationality, race, gender, color, religion, persuasion, or special needs.
- **Caring:** We will treat all applicants with kindness and consideration, ensuring clear and timely communication and feedback, safe and appropriate entrance testing environments, etc.

Connections to other IB Policies

Admissions and Language

On application to ISH, a student's language profile is assessed based on their prior academic performance. We encourage all students to maintain a solid foundation in their home language, which is essential for identity building and academic success. In order to be admitted, students at the primary level and above should demonstrate developmentally appropriate literacy and proficiency in at least one language, as evidenced through previous school records. All previous school records must be translated into English.

The ISH "[Language Policy](#)" explains the academic language expectations for all students entering and studying at ISH.

Students entering the school in MYP 3 and onward must be capable in their command of English, which is our language of instruction. Students need to have this level of proficiency in English in order to engage with course materials and sit exams. A student's level of language proficiency will be assessed as part of the admissions process for MYP 3-MYP 5. Students entering MYP 3 should be assessed as English Phase 3 or above. If not, the student will be required to receive extra English tutoring and specialized language instruction. Parents need to be aware that this will be at their expense. Students must be assessed as Phase 4 or above to be admitted into MYP 4.

Students entering the school in the DP 1 year are expected to be proficient in Academic English in order to engage with the course materials and sit the DP examinations. Student's level of

language proficiency will be assessed as part of the admissions process for students entering in DP 1.

If students' command of English has not yet developed enough to express themselves at an appropriate level, they may not be admitted to ISH.

Once admitted, students will be asked to complete a full Language Profile questionnaire for all languages offered at ISH at the time of enrolment. This will contribute to the decision on language group placement. Language teachers will place newly admitted students into the appropriate language group.

We aim to balance the levels of language proficiency, while considering our resources and class make up, to ensure diversity among our students.

Admissions and Inclusion

We aim to balance the levels of academic abilities, identities and heritage to ensure diversity among our students. Our school has a Learning Support Services (LSS) department. When an application indicates a need for learning support or suggests any underlying difficulties, the Head of Student Support (Primary and Middle Schools) or the Inclusion Coordinator (High School) joins the Admissions committee to assess the application and determine if the school can effectively accommodate the applicant's needs. This review also considers early developmental milestones, such as fine and gross motor skills, speech delay, sensory integration issues, etc.

We expect families to share information that helps us to determine the services to offer to students, in terms of inclusive access arrangements and reasonable adjustments. We expect our applicants to take admissions tests, be it at school or remotely, from PYP 4 and up. Failure to provide accurate and up to date information about an applicant may result in the student enrolment being revoked.

Students who are admitted to the School but later exhibit learning difficulties or behaviors which seriously impede academic progress of themselves or others will be required to undergo diagnostic testing administered by an educational specialist recommended or approved by the School. The cost of the testing will be at the parents' expense. If a student's learning difficulties or behavioral needs cannot be met by the School's resources, the School reserves the right to recommend alternative placement.

Through admissions tests in English and Mathematics, the school becomes informed about student levels and can begin preparing to welcome students based on their needs.

Admissions and Academic Integrity

If students cannot come into school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents provide the contact details for the representative. In cases where we cannot have a school contact, parents provide contact to representatives in business and organizations who invigilate the test.

Admissions and Assessment

In the Early Years, if available, the previous pre-school submits a Confidential Recommendation Form and any additional school documents. The parents/caregivers also complete a Home Readiness Form. In PYP 1-3, we assess admissions based on all available report cards, a Confidential Recommendation Form and any additional school documents. For mid-year admissions, PYP 1-3 may also be asked to come in to take an admissions test and interview with the PYP Principal and Admissions Officer. In PYP 4-5, we assess admissions based on two years of report cards, a Confidential Recommendation Form, any additional school documents and admissions tests (English and Mathematics). In MYP1 - DP2, we assess admissions based on two years of report cards, a Confidential Recommendation Form, any additional school documents, English and Mathematics admission tests, and an interview. Alternative options can be arranged for tests and interviews if the applicant is in another country at the time (i.e., online interview, online assessment portal for younger students, tests being emailed to an invigilator for older students).

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy will be published in January 2025 and will apply from January 2025 - June 2027. Policies will be updated every year by coordinators and reviewed after 3 academic years.

Appendices

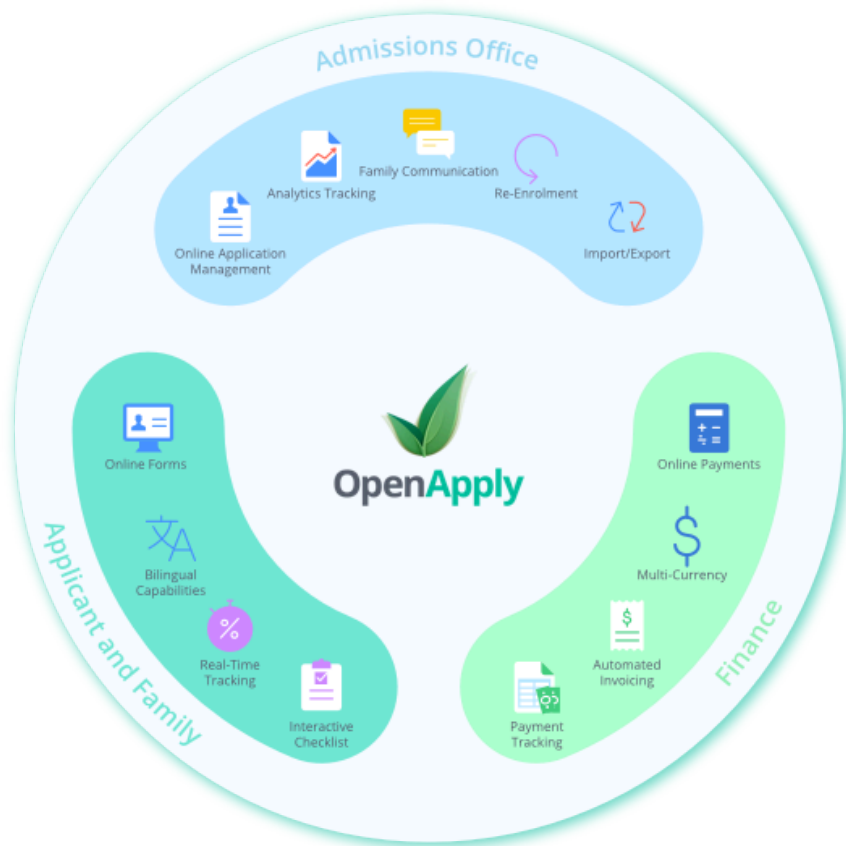
Appendix 1: Detailed Admission Guidelines and Procedures

Conversion scale for conversion of average grade

The conversion scale applicable to the current year's summer admission will be available on 1 March of that year and will be valid until the end of February of the following year. Once a year, an assessment is made of whether the most recently obtained statistical information on the character development gives reason to change the conversion table.

Link to [Danish-IB exam conversion scales \(Latest update 2024\)](#)

Admissions Procedures



Application Procedures

Register interest - ish.dk/

Book a School Tour - ib.ish.dk/admissions/visit-us

- Early Years, Primary School and Middle School Tours:
 - PYP Monday at 10.15
 - MYP1-4 Tuesday at 10.15
 - Location: Hellerup Campus: Rygårds Alle 131, 2900 Hellerup
- MYP 5 and Diploma Programme School Tours:
 - MYP5 - DP1 Wednesday 12.00
 - Location: Østerbro Campus: Præstøgade 17, 2100 Østerbro

Make a formal application - ish.dk/admissions/applying-to-ish/

The formal application fee is 2.000 DKK. A CPR number is not needed at this point.

Early Years Applicants (PreK3, PreK4 and Kindergarten)

- Complete an application
- Upload documents, passports, etc.
- Parents complete **Early Years Admissions and Readiness Form** (within OpenApply)
- Current school completes the **Confidential Recommendation Form for Early Years** (via OpenApply)
- Children *may* be invited for an interview and more assessment as needed
- Decision is made in consultation with PYP Coordinator and other staff as needed

PYP1-PYP5 Applicants

- Complete an application
- Upload documents, passports, etc.
- Upload minimum two years of school report cards or other relevant age appropriate documentation
- Current school completes the **Confidential Recommendation Form for PYP1-5** (via OpenApply)
- PYP1 - PYP3 children *may* be invited for an interview and more assessment as needed
- PYP4 - PYP5 applicants are invited for testing (English and mathematics) and an interview
- Decision is made in consultation with PYP Coordinator and other staff as needed

MYP1 - DP1 Applicants

- Complete an application
- Upload documents, passports, etc.
- Upload two years of school report cards
- Current school completes the **Confidential Recommendation Form for MYP-DP** (via OpenApply)
- Applicants are invited for English and Mathematics tests and an interview
- An entrance exam assessing skills in English and mathematics will be administered to all students applying for MYP1 through DP1. The relevant Coordinator will also conduct an interview.
- Decision is made in consultation with MYP/DP Coordinator, Head of Mathematics, EAL Coordinator/DP English teacher, and, in some cases, Head of Learning Support/Inclusion Coordinator

Application Decision

At the end of the review process, the final decision will be one of the following three outcomes:

1. Admitted - a Letter of Offer is given via OpenApply
2. Waiting Pool - the desired grade level is full so a notification of a place in the Waiting Pool is given via OpenApply
3. Not Proceeding - unfortunately, some applications are declined. A letter explaining the circumstances is given via OpenApply.

Admissions Waiting Pool and Best-Fit Approach

The following explains the practice of how the Admissions Office at the International School of Hellerup (ISH) generally selects an applicant from the Waiting Pool for an available place in a class.

Waiting Pool vs Waiting List

The Waiting Pool is not the same as a Waiting List. A Waiting List suggests that each applicant receives a number upon being added to the Waiting List and they must wait their turn. The Waiting Pool, however, uses a Best-Fit Approach; this means that it does not necessarily matter how long an applicant has been in the Waiting Pool.

Best-Fit Approach

When a place becomes available in a specific class, the Admissions Office endeavours to select an applicant from the Waiting Pool that is 'most suitable' for that place. This means not only considering the profile of the applicant, but considering the profile of the student who has

withdrawn and the profile of the class as a whole. This is important to ensure balanced classes in accordance with the IB philosophy, Learner Profile and requirements. Factors of consideration include and are not limited to:

- Priority category: enrolled sibling
- Priority category: coming directly from another IB school
- Gender
- Nationality (as per passport used in application): we strive for no more than 20% of one nationality schoolwide (this is dependent on the applicant pool and the class rebalancing priorities)
- Level of English proficiency
- Level of proficiency in other languages in relation to subject pathways
- Academic performance/abilities
- Other extracurricular abilities and hobbies
- Level of learning support services needed (if any)
- Desired start date of the applicant vs the start date of the available place
- Whether the applicant is already in another school or not

Application Timing

Our application process takes place on a yearly basis starting from January for August entry; our school years run from August to June.

Primary and Middle School Applicants

The school is open for admissions for PYP – MYP 4 students all year round, and families are welcome to apply at their convenience. We recommend that families contact the Admissions Office for information regarding available spaces before they make a formal application.

High School Applicants

Students entering MYP 5 may be accepted at any point during the academic year and must bear in mind that they will be required to participate in the MYP Personal Project, regardless of when they are admitted. Students arriving after January 1st will receive modified guidance towards completion of the Project. The Personal Project provides evidence of an MYP 5 student's readiness for the Diploma Programme.

IB Diploma Programme Admission closes 1st September each year. After 1st September, ISH will only accept new students who are transferring from an IB DP programme with all subjects that can be accommodated by ISH. ISH collaborates with Pamoja Education (online IB courses) and students also have the opportunity to take 1 or 2 courses online.

At ISH, we are committed to supporting all students in pursuing their highest potential within the IB programme. As such, we offer an opportunity for all eligible students to undertake the full IB Diploma Programme. However in certain cases, where it is determined in consultation with the student, family and school staff that the IB Diploma may not align with the student's immediate needs, abilities, or aspirations, the IB Courses path may be recommended to better support their success.

Acceptance Criteria

Siblings are prioritised for all grade levels, Pre-K to DP. Students coming directly from another IB World School are also prioritised, especially for the Diploma Programme. All students are still required to follow the admissions process completely to be considered for admissions. A decision for acceptance is only made after the appropriate Programme Coordinator and other identified members of staff evaluate the above information in accordance with our Inclusion Policy and Language Policy.

For Diploma Programme applicants, we also offer guidance on subject choices that align with their strengths and future academic ambitions. The school cannot guarantee all student DP choices if our evaluation shows that there is a low probability of success or if the combination of courses is not possible.

Letter of Offer (Admission) and Enrolment

- Letters of Offer are sent out via Open Apply
- Letters of Offer are either standard or conditional
- Confirmation of accepting the offer must be in writing via OpenApply. Once this takes place, the student is admitted.
- A deposit and enrollment fee are required before the spot is confirmed:
<https://ib.ish.dk/admissions/tuition-fees>
- Once the deposit and enrollment fee are received by ISH, the student is officially enrolled.

On the First Day of School

- New parents and students (Pre-K-MYP4) will be invited to meet the Admissions Coordinator in the Hellerup Campus reception on the first day of school.
- PYP students will be escorted to meet the new class teacher by the Admissions Coordinator.
- MYP 1-4 students will be met in the reception of Hellerup Campus by their class advisor.
- MYP 5 and DP students will be met in the High School Campus reception by the respective IB Programme Coordinator and/or Advisor.

- If a child starts in the middle of the school year, advisors typically buddy new students with classmates to help the child navigate the school and schedule.

Appendix 2: IB Standards and Practices for Admissions

Our admissions policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)