



BASM ADMISSIONS POLICY

Head Ms E Griffiths

Policy No P632(3)(a) indicative of BSO
Inspection Standard September 2021.



1. BACKGROUND

This admissions policy covers all age stages of The British Academy School Marrakech (BASM), and does not permit race, colour, gender, religion, culture, or disability to be used as criteria for admission subject to the conditions outlined below.

The policy supports our primary aims, which is to be a family school, enabling siblings with different abilities, aptitudes, and interests, to study in the same school, and to feel equally valued. As such entrance is broadly non-selective, in so far as we do not have a competitive entry test.

English is the language of instruction and is a consideration for admission to the school. For those pupils for whom English is an additional language, between Nursery – Year 6 immersion in the environment is usually sufficient for children to develop proficient English language skills, sometimes with a programme of intensive English support, paid for additionally by parents.

From Y7 onwards the expectation is that children will have a confident understanding of the English in order to access the curriculum and perform at a required GCSE and A level standard to allow for entrance to university. However, a programme of intensive English support can be provided, paid for additionally by parents, subject to available capacity.

2. ADMISSIONS ENQUIRY

As a new school entry is currently phased by year group. At full capacity the school will operate from 3-18 However entry is currently limited from Nursery 3+ to Year 10 and from 2022-2023 will extend from Nursery (3+) to Year 11.

Enquiries are welcome at any time via telephone on **0620 409 999** or **0524 344 433** via the school website www.basm.uk via direct email at admissions@basm.uk or in person. The admissions team will be delighted to answer your questions, to send you a copy of the school prospectus and other literature and to arrange for you to visit the school.

A visit will generally include a meeting with the Head of Admissions and a tour of the school, out of school normal hours. However, whilst we prefer to meet pupils and parents before children join us, we understand that this is not always possible.

Open Mornings are held throughout the year and children are welcome to accompany their parents when visiting.

3. ALLOCATION OF PLACES

Places are normally allocated, after a successful visit. Since our raison d'être is to educate boys and girls, particularly siblings, from 3+ - 18+, we consider several factors when offering places to pupils including age / gender / aptitudes and abilities. Also, the particular composition and character of each year group. For example, it is possible for the list for a year group to be closed for boys but not for girls, and vice versa to maintain a coeducational balance. The same is the case in capacity to offer SEND Support in one year group but not another.

Nursery to NC Year 2

There are two levels within the Early Years. Nursery is for children who have turned 3 years of age by September 1st in the year of entry. Reception is for children who have turned 4 years of age by September 1st in the year of entry.

It is expected and normal for all Nursery pupils to transfer to full-time education in the Reception class, progression. However, all pupils joining Reception must satisfy the basic admissions criteria.

There is no formal assessment, interview or testing arrangement for entry between Nursery – Year 2. However, children can visit their prospective class to allow them to familiarize themselves with the school's surroundings and to see for themselves what it might be like to be a pupil at the school. It is also important that the class teacher and the Head can make a judgement whether or not a child is likely to benefit from the education on offer within the context of the school's stated aims, ethos and behaviour policy. In the event of an offer of a place not being made the Head will make an explanation to the parents, in writing if requested, as to the reasons why it was felt that such an offer was not deemed appropriate.

Primary Y3-Y6

Admission to the school from Year 3 onwards is conditional upon a successful assessment visit. The assessment process will usually involve an informal interview with a member or members of staff, academic standardised testing, and diagnostic screening. It is also important that the class teacher and the Head can make a judgement whether or not a child is likely to benefit from the education on offer within the context of the school's stated aims, ethos and behaviour policy. In the event of an offer of a place not being made the Head will make an explanation to the parents, in writing if requested, as to the reasons why it was felt that such an offer was not deemed appropriate.

Senior Y7-Y11

Admission to the school from Year 6 onwards is normally conditional upon a successful visit. The assessment process will usually involve an informal interview, academic standardised testing, previous school reports, diagnostic screening. It is also important that the class teacher or the Head can make a judgement whether or not a child is likely to benefit from the education on offer within the context of the school's stated aims, ethos and behaviour policy. In the event of an offer of a place not being made the Head will make an explanation to the parents, in writing if requested, as to the reasons why it was felt that such an offer was not deemed appropriate.

4. OFFER OF A CONFIRMED PLACE

The offer of a place is generally made after:

- Completion of a satisfactory taster visit (allowances made for children resident abroad)
- Receipt of satisfactory school reports and references where applicable. Parents are requested to provide the school with current or recent school reports, any norm-referenced standardised assessment results where applicable, a report from the current school Head, and any relevant other professional references if not already provided e.g., SEND.
- BASM will request up-to-date information from the child's current school in the term preceding entry. Please raise the question of confidentiality if you have any concerns in this respect. If it is felt that it is in the best interests of the child for BASM to communicate with the child's current school before offering a place, parental permission will be sought for such contact to be made.
- If the application has been made more than one year before entry is required, the formal offer of a place and request for the registration fee will be made for the first term before entry or earlier if the school is experiencing high demand.
- The school will then reserve '**a confirmed offer of a place**'. Such a place will be kept open for 10 working days, until the parents submit a signed Parent Contract, or the parents relinquish the place, or the school withdraws the offer of a reserved place. The school reserves the right to require parents to make a firm decision regarding taking up a place.

An application can be made to register the child for entry to the school at any stage of the admissions process. Application for registration forms, are provided with the prospectus pack and additional copies are available from the admissions office in paper or electronic format.

Completed forms should be delivered in person or sent by post to Admissions along with the registration fee. All applications will be acknowledged by Admissions. In registering for a place at the school, the parents are agreeing to the Terms and Conditions of the school and secures the place subject to the receipt of continual good reports.

If the school is experiencing high demand for places in a particular year group, it reserves the right to offer the place to another pupil if the offer has not been accepted after a period of ten working days of it having been made. In this event, the school will endeavour to contact the parents before the place is offered to another child.

Further documentation about joining the school will be sent to parents in the term prior to entry along with various forms to complete providing the child's medical details, the parents' and emergency contact information, permission forms etc. These forms must be completed by the parents before the end of the term preceding entry to allow the school good time to prepare for the child joining BASM. For late applications, these forms **must be** completed prior to the child starting at the school.

5. REGISTRATION & REFUNDS

Registration fees are non-refundable.

- If a registration fee has been paid and the parents wish to cancel the enrolment of their child, the registration fee is non – refundable. However, it is possible to postpone the enrolment of their child until the following academic year. This can only be extended for the following academic year.
- If a registration fee and the tuition fees have been paid for the whole year, and parents wish to cancel the enrolment of their child, the registration fee is non – refundable. However, tuition fees can be refunded if the child did not benefit from the education, or it is possible to postpone the enrolment of their child until the following academic year.
- If a registration fee and the tuition fees have been paid for the whole year, and parents wish to cancel the enrolment of their child during the first term, the registration fee is non – refundable. However, a refund can be made for the second and third term upon a written request, one month prior to the child leaving the school.
- If a registration fee and the tuition fees have been paid for the first term, and parents wish to cancel the enrolment of their child at the school, no refund will be given for the registration fees or the tuition fees.

- For pupils enrolling later in the school year, registration fees are to be paid fully with tuition fees from the half term that the child is enrolled at the school.
- A monthly payment plan is available for families with more than three children enrolled at the school.
- The school reserves the right to exclude pupils due to the non-payment of fees by the due date. If parents have a short term problem with the payment fees it is essential that they contact the school in advance in order to discuss the matter.

6. WAIT LIST

In the event of a year group being full, if the parents so wish and subject to a satisfactory pupil visit, the school will place a child on the Wait List. This does not confirm a place.

7. SEND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES & EXTRA ASSITANCE

Parents are requested to notify Admissions about any special educational needs or disabilities at the point of registration and supply ALL supporting medical reports, documentation, including educational psychologist reports, current and historical alongside the registration form.

Applicants with special educational needs and/or disabilities are welcome to apply, providing we can offer them the support they require and cater for any additional needs and that our site can accommodate. Needs may fall into broad areas of SEN:

- communication and interaction
- cognition and learning
- social, emotional, and mental health difficulties
- sensory and/or physical needs

Admissions will liaise with the Teacher responsible for overseeing SEND, throughout the admissions process to enable careful consideration of the applicant. BASM will consider all SEND applications with reference to whether BASM is able to **both** accommodate and meet individual needs, and also whether the applicant meets the range of other requirements which determine whether an applicant would suit school life BASM.

It may be necessary for a PLA (Personal Learning Assistant) or additional resources to be acquired to work on a one-to-one basis with a child, to enable them to access the curriculum. All additional cost will be covered by the parents.

More generally, it is in the interest of the child, including those joining the EYFS, any professional reports which impact on that child's emotional, physical, or educational profile must be disclosed before the child joins the school for the school to assess if specific needs can be met. These should be shared before the initial visit to the school to facilitate appropriate discussions with relevant members of staff during that visit.

Parents are also requested to disclose any other factors which might have an impact on the education of their child before or during their visit to the school. These include medical conditions, health problems or allergies, special educational needs including learning difficulties and disabilities as well as any behavioural, emotional and/or social difficulties.

If at any stage in a child's time at BASM it becomes apparent that they are unable to access the curriculum and school life overall, in spite of appropriate additional support, the Head will advise parents on the best way forward which may result in the child leaving the school. The primary concern at all times being to work with parents in an open, honest and transparent manner in the best interests of the child.

8. MISBEHAVIOUR, EXCLUSION AND EXPULSION

We strive to create a positive, caring, learning environment which encourages children to develop a sense of responsibility towards themselves and others. We know that low esteem affects behaviour, learning and relationships and that children thrive on praise, recognition, and respect. However unsafe behaviour cannot be ignored. Limits are set which are there to protect the safety and the rights of all. The youngsters in our charge are encouraged to, and ultimately actually have to, respect these limits.

Pupils must be able to follow instructions, to display a reasonable standard of behaviour and demonstrate an awareness of the needs of others. Continued admittance to the school depends upon the pupil maintaining these general standards. Although we take into account specific SEND behaviours. Even where a child's inappropriate or unsafe behaviour is a direct consequence of an acknowledged SEND diagnosis, that behaviour cannot be allowed to impact on other children negatively or disrupt their education.

When reprimanding children for misbehaving we try to ensure the following: appropriateness of reprimand, immediacy, relevance, reflection, a sense of

redemption and hopefulness for a more positive future, strong home school communication.

The Head is responsible for ensuring the Behaviour Management Policy is consistently and fairly implemented throughout the school and reports to Governors on the effectiveness of the policy. Only the Head has the authority to exclude or expel a child. No other member of staff has the right to do so or even to threaten to do so.

The school does not use corporal punishment, nor can any members of staff threaten to use it.

A child may be suspended for a variety of reasons. Typically, their general behaviour may be poor, and in spite of the normal disciplinary procedures being invoked there is little or no change. Exclusion may also be a response to a single serious act. It is a last resort prior to expulsion.

Exclusion may go hand in hand with a requirement from the school that a child receives expert guidance outside of school, otherwise his/her place will be forfeited.

There is no set limit to the number of exclusions and/or the length of time a child is excluded (this may extend from a single day to a more prolonged period). However, it is unlikely that a child would be excluded more than twice before parents were instructed to remove the child from school.

A child may be expelled (required to leave the school permanently) due to their general behaviour being poor, unsafe, and, in particular if their behaviour impacts negatively on the learning of fellow pupils, in spite of normal disciplinary procedures being invoked, showing little or no sign of improvement, or for a single particularly serious act.

The Head may only expel a child, after consultation with the Chair or Deputy Chair of Governors. Parents have an automatic right of appeal to the expulsion via the governing body and should refer to the Complaints Policy.

9. PARENTAL RESPONSIBILITIES

The primary place where values, attitudes, and behaviours, are learnt is in the home. School looks to support this, but it is unrealistic to expect that every family's framework will be identical to that of school. Therefore, the relationship between teachers and parents, especially Class Teachers / school leadership and parents, is crucial, in order to work out mutually what is best for each individual child.

We expect that parents will support their child's learning and co-operate with the school. If the school has to use reasonable sanctions, parents must support the

actions of the school. If parents have any concern about the manner in which their child has been treated, they should initially contact the Class Teacher or if their concern remains, speak to the Head.

We expect parents to demonstrate in front of their children, in their daily interactions with them, that they have confidence in the school and their teachers. If parents talk negatively about the school or teachers in front of their own children, on social media, why would a child have confidence in the school, or even their own parents' judgment for choosing BASM. If parent consistently feel that they cannot support the school, do not have confidence in the school, it stands to reason a child must not continue at BASM.

None of which is to suggest that if parents have any concerns about any aspect of their child's experience at school, they should not speak to the Form Teacher or Head immediately, and the school will do all it can do to resolve any problem or concern.

Parents are expected to notify the school of any change of residential address, email addresses and telephone numbers immediately. This includes the telephone numbers of third parties who may be contacted in the case of emergency. They should notify the school if any other adults are going to become primary carers for their children for anything more than 48 hours.

SIGNED BY: HEAD

Head's Signature 

RATIFIED BY: BOARD OF GOVERNORS

Board Member's Signature..... 

REVIEWED: NOVEMBER 2021 NEXT REVIEW DATE: NOVEMBER 2022

THE BRITISH ACADEMY SCHOOL
MARRAKECH