



# Admissions Policy

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**Mission:** At Ascot, students develop according to their needs in a welcoming, family environment. The challenging curriculum enables our students to become adaptable lifelong learners. Our intercultural ethos strives to promote a strong sense of respect for all.

**Vision:** We aim to be a learning community focussed on wellbeing and balanced lifestyles. An Ascot graduate is resilient, principled, cares for the environment and others.

**Values:** Collaborate, Communicate, Respect

**This policy document has been created to provide a framework in which admissions to Ascot International School can take place and to provide guidance for all stakeholders in the event of questions or requests for special considerations or favourable treatment.**

## Criteria for Admission to Ascot:

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Ascot is proud to be an open entry school. Students at Ascot come from a range of different cultural, religious, social and economic backgrounds as well as from many different locations in Thailand and overseas. This diversity benefits the School community.

Ascot admits students whose needs can be met by the school's programs and services. All students accepted to Ascot are expected to function in the regular classroom. Children with mild to moderate learning disabilities or physical, mental and emotional/social difficulties are accepted if adequate provision can be offered, enabling the child to function within the regular program.

### **Ascot Inclusion Statement & Position**

Inclusion and Safeguarding refers to the measures taken by Ascot to create a safe and nurturing environment for all our students. It includes the procedures we use to ensure that we always fulfill and maintain our professional and ethical obligations to identify children who are in need of help, support, protection, and to take appropriate action to ensure their wellbeing.

**Statement**

Ascot International School strongly believes that everyone in the school community should be given equal opportunities to develop their individuality without prejudice or discrimination. This takes place in an atmosphere of happiness, love, care and understanding (adapted from the UN Convention of the Rights of the Child).

Ascot International School has a comprehensive child safety, mental health and welfare system that is explicitly outlined in our [Child Protection Policy](#). This has been put in place to respond to every concern and suspicion of 'physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s)' or any other person who comes into contact with the child. (Article 19, UN Convention of the Rights of the Child).

Ascot International School is committed to ensuring that all children in our care are given a safe, secure and equal environment that nurtures academic, social, intercultural and emotional growth. We endeavour to create a safe environment for all of the students we come into contact with in our work (Ascot Mission 2019).

Ascot International School views this commitment as a partnership involving all members of the school community. As a school located in Thailand we comply with Thai Educational/Standards & Laws, [The Child Protection Act 2003](#) and International UN Legislation in which Thailand is a member country in relation to child protection and safeguarding.

## Student Support and Differentiation:

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We believe students learn best in a caring and inclusive environment. We strive to help every student reach their full potential, and use a collaborative approach to address the developmental and readiness levels of students. With this in mind, the Admissions department works closely with the Support Services team in evaluating applications of students who may require these services, to ensure the school can meet the academic, social and emotional needs of all students.

All students at Ascot enter the school and are taught as part of the mainstream learning environment as Ascot is an inclusive school where the emphasis is defined differentiation to enable 100% participation in allowing pupils to be the best that they can be.

There is a designated and appointed Admissions Team. The function of this team is to facilitate the Admissions Procedure, ensure that all students are provided an equitable and inclusive opportunity to thrive. The Admissions Team includes the Head of School, Head of Primary and Secondary and Admissions Manager. This team meets regularly supporting all student admission to the school.

Students are eligible for admission if it is believed that Ascot can meet their emotional, social, physical and academic needs. At each grade level, Ascot can offer enrollment to a limited number of students with mild learning difficulties who will require the assistance of Learning Support teachers..

Ascot does not have separate classes for children with learning difficulties. Therefore, a primary consideration in offering enrollment will be the student's ability to access the regular curriculum with limited support.

The capacity of Ascot to meet the needs of the applicant shall be judged in relation to:

- Specific student needs and support required
- Report of Clinical Assessment for Special Educational
- Additional Need References
- Continuity of previous education
- Previous educational experience
- Test scores from previous tests or Ascot placement tests
- Former teacher and/or administrator comments
- Physical limitation of School facilities (ie ramps, elevators etc)

As the language of instruction at Ascot is English, students who are still learning English are assessed to ensure the adequate support frameworks are in place. The school uses the WIDA English Language Development (ELD) Standards Framework - [link](#). The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners. Students are levelled against the ELD standards and support for students is aligned to where they sit on the continuum of Language Development.

Early Years - Year 2	No EAL assessment	As students are all language learners, no additional EAL instructions is provided.
Year 3 - Year 9	WIDA assessment	<p><b>Level 1</b> Intensive EAL Support</p> <p><b>Level 2</b> Intermediate EAL Support</p> <p><b>Level 3</b> Monitoring and scaffolded EAL support</p>
Year 10 +	IGCSE or equivalent results	Students are placed appropriate English classes in IGCSE or IBDP

## Admission Process:

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### School Visit

Families visit the school for a tour led by Head of SY or PY and supported by Admissions Manager. Heads of SY and PY will undertake preliminary conversations and informal interviews.

### Enrollment Process

Families complete the enrollment process by filling in the enrollment forms, submitting required documentation and paying the enrollment fee.

Student and family data is enter into iSams.

Admissions team arrange a time for student assessment.

### Assessment

Students in Years 2 and below are not assessed.

Students in Year 3 - 6 are assessed by Head of EAL and provided are WIDA rating.

Students in Years 7 - 10 are assessed by Head of Secondary and if required Head of EAL.

Students in Year 12 are admitted on IGCSE or equivalent grades.

Upon completion and analysis of assessment data Head of SY or PY provide details of the offer the school will make.

### Placement Offer

Admissions Manager makes an offer to the family

Invoice is supplied to family and payment is made to secure students place.

Admissions department liases with family prior to student's first day to ensure all data is in place.

Admissions allocates class, house and notifies school sections.

Applications for admissions are welcomed and accepted throughout the year. All applications to the school must and (should) be accompanied by previous educational records, data and reports. Any significant medical conditions, proof of age and copies of the most recent educational/psychological assessment and the Individualized Educational Program (IEP) from the applicant's current school if appropriate. These documents are vital in ascertaining and differentiating the individual learning path/journey for the student.

It is the responsibility of the Parents or Guardians to inform the school of any serious condition be it (developmental, learning, medical, social & emotional, behavioural etc). Failure to do so on enrolment could result in the school having to review the child's position at the school.

### IGCSE (International General Certificate of Secondary Education)

Students entering years 10 and 11 must join at the start of year 10 as this is a two year program and entry mid-way through completion of IGCSE is not permitted.

**IB (International Baccalaureate)**

All students that wish to join the IB DP (Diploma) course will need to join at the beginning of year 12. The IBO (International Baccalaureate Organisation) has very strict regulations regarding the number of hours that need to be studied for each subject/Unit.

Progression into the IB Diploma Programme in Years 12 and 13 is not automatic and will require the student to fulfill several criteria. Students that are finishing Year 11 at Ascot International School will be eligible to further their studies on the IBDP

Should a student be unable to undertake a full IB Diploma, they may still be offered a place in Year 12 but on a limited timetable. These students will not qualify for the full IB diploma but will still be studying the IB Courses. They are still required to complete a full CAS programme, Theory of Knowledge (TOK) and Extended Essay requirements.

Each student will be judged on a case-by-case basis in consultation with the DP coordinator, Head of Secondary and parents.

## Student Placement:

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Class placement is based on the student's educational background and their age on September 1. In exceptional cases, and only with the approval of the Head of School, a student may be placed in a different grade. Any initial placement is tentative, and the school may either advise a change of grade level or class after the student's abilities have been assessed or, in certain circumstances, may withdraw the placement.

A spreadsheet showing birthdate and the relevant placement is used to advise parents during the admissions process.