



Admissions Policy (BISP)

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1. Rationale

At the British International School, Phuket (BISP), we are proud of our diverse school community which encapsulates our commitment to diversity, equity and inclusion within a truly global, thriving community (see Social Responsibility policy for more details). We are a nondenominational, co-educational and non-selective School. As such, we welcome and value all students recognising the unique set of qualities and characteristics that enrich our culturally inclusive school where each individual can feel valued and flourish.

We aspire to live by our core values (compassion; integrity; and respect), joining together to build a school community which is inclusive of all. We believe every person has unique contributions to make to each other and to the world.

Our mission is to inspire learning, nurture wellbeing and ignite passion.

2. Admissions criteria

Our admissions criteria aim to ensure that our learner's needs are met cognitively, socially and emotionally to holistically provide a learning environment that allows all our learners to flourish. The school will ensure that consideration is given to issues of equal opportunity, diversity and inclusion in the admissions process. Specific consideration will be given to the following factors:

- The student is able or shows potential to access the curriculum according to their developmental age and stage, and is able to make sustained progress.
- Any learning needs are able to be supported by existing school provision.
- Behavioural needs are able to be supported, and will not disrupt the educational provision or safety of others.
- That the needs of English Language Learners are able to be met in good time to fully access the school curriculum.
- That our campus can meet the access needs of the student.
- That families commit to work in partnership with the school, supporting the ethos and approach of the school in matters relating to their child.

The overarching aim is to prepare students for a higher education and a life of challenge, change and purpose as members of a diverse international community.

It should be noted that BISP prepares students for an international education and not specifically for re-entry into any national education system, however students generally transition successfully when returning to home countries or other systems after leaving BISP.

Before admitting a student, BISP will review recent reports/transcripts from current and previous schools, as well as perform a complete reference check with the current school.

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Admission to the school and allocation to particular classes are authorised by Principals.

3. Responsibilities

3.1. Headmaster

The Headmaster will:

- Have oversight of all matters relating to admissions including final admission decisions and ensuring a non-discriminatory process
- Make all decisions relating to scholarship offers
- Delegate responsibility for the operational implementation of this policy to the Primary and Secondary Principals.
- Be accountable to the Board of Governors for the formulation and implementation of this policy.

3.2. School Principals

The School Principals will:

- Implement this policy in relation to their respective schools.
- Monitor the implementation of this policy and report to the Headmaster regarding progress.
- Ensure that school culture and working practices characterise and reflect the sentiment held within this policy.
- Report and respond to concerns, complaints or contraventions relating to this policy.
- Liaise with class teachers, section heads, athletics director, ELA coordinators, LS coordinators and others in order to obtain an overall understanding of a student's profile.
- Liaise with other Principals if further information is required beyond the routine reference checks.
- Make recommendations to the Headmaster with regards to the admissions of scholarship students to the Secondary School.

3.3. Admissions Office

Under the supervision of the Registrar and direction of the Marketing and Admissions Director, the Admissions Office is responsible for:

- Managing the admissions process
- Overseeing and regularly advising Principals and other relevant staff of enrollment figures and capacity in each year group
- Key communications being made through the official school channels
- Supporting applicants and their families through the admissions process
- Ensuring that relevant staff are asked to conduct interviews and tests as appropriate
- Communications between the school and applicants families
- Transferring successful applicants into the school information systems

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- Advising applicants families on the financial aspects of their application
- Advising applicants families on relevant visa and residence permit requirements

3.4. Head of English Language Acquisition (ELA) Faculty/ELA Coordinator

The Head of the ELA faculty/ELA Coordinator will:

- Ensure there is adequate testing of applicants who are identified as potentially needing additional English support or an intensive English programme
- Ensure that all testing is completed in a timely manner including during holiday periods
- Advise the Principals and Headmaster on identified ELA needs of applicants using the admissions systems
- Recommend placements to the Intensive English Programme and English as a Second Language pathways (Secondary)

3.5. Learning Support (LS) Coordinators

The LS Coordinators will:

- Ensure there is adequate assessment of applicants who are identified as potentially needing additional needs support
- Interview or conduct in person assessments where possible, including at times with parents
- Make contact with staff in other schools in order to gain further information if required
- Ensure that all testing is completed in a timely manner including during holiday periods
- Advise the Principals and Headmaster on identified LS needs of applicants using the admissions systems
- Recommend outside agencies to support any additional educational needs that can otherwise not be sufficiently met within BISP. Please refer to the LS Policy for further information.

3.6. Athletics Director

The Athletics Director will:

- Coordinate the testing of applicants for High Performance Academies
- Advise the Principals and Headmaster on High Performance Athletes applications and scholarships

4. Content

4.1. Eligibility based on Age

To be eligible for admission a student should be within the age limits (see Appendix) for the year they are applying for.

The school may exercise some flexibility in this if it is felt that this is in a child's best interest and will not adversely affect other students. Whilst 'age' is an appropriate consideration for enrollment in terms of

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accessing the curriculum etc, the 'stage' of a student's academic and developmental profile will also be considered in determining the appropriate placement of a student. The school's decision is final on making any offers.

4.2. The Application Process

The admissions office operates an online application system that allows parents to submit applications and related documentation electronically. The application fee must be paid before any applications are considered or processed, unless an exemption is given.

Prior to admission, documents will be checked by the Admissions Office. The following documentation should be submitted:

- Copy of passport of adult and their child
- Copy of birth certificate
- Academic records
- Any details related to physical and mental health, learning needs or disability

In compliance with our data protection regulations, all documentation received will be securely stored electronically and any application files received which do not result in successful admission to the school will be deleted after 6 years.

The school reserves the right to withdraw the offer of a place if previous reports (Ed Psych, OT, etc.) or other pertinent information is not shared at the time of application.

4.3. Educational History

The Admissions Office will seek to obtain references from referees nominated by parents on the application form and from the student's previous school. The aim of the reference check is to establish academic and personal qualities as well as any special interests, abilities, hobbies or talents. A full School record is requested, where possible, from students wishing to join us at BISP so that each child can benefit from the best educational experience aligned to their specific needs. In addition, the reference process aims to identify any English or Additional Educational Needs.

4.4. Interviews

Students and their parents/guardians may be interviewed by appropriate staff in order to fully understand the needs of the child and whether BISP are able to fully accommodate these.

Based on information in the application and obtained during interviews, further interviews may be required with:

- Admissions officer to discuss visa and residence permit processes

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- Thai Director, or their nominee to discuss requirements specific to Thai nationals, including options linked to Thai Military service
- English teacher to confirm the level of English Proficiency
- Learning Support staff to verify any anticipated additional educational needs and whether the school can make appropriate resources available
- Head of Boarding to discuss transition to Boarding

The school's preference is for interviews to be conducted at BISP. However, where this is not practical or possible then parents are welcome to discuss matters regarding their child's prospective entry into the school through video conferencing means.

4.5. Admission Testing and Previous Academic Record

In general BISP does not operate a selective admissions system, the criteria applied is whether a student will effectively access the school's programmes. However to assist with ensuring this is the case a variety of screening processes may be used.

Screening processes used may include:

- Cognitive Ability Test (CEM, CAT4 or similar) that give an indication of likely future academic performance
- English Language testing
- Screening or diagnostic testing for Additional Educational Needs
- Review of reports or transcripts from previous school(s) including behavioural history
- Review of external examinations completed

4.5.1. Entry to Year 12 & Year 13

All previous educational backgrounds will be considered but a student needs to have achieved a good to high level in their system to ensure they are able to commence the IBDP or BTEC programme with a strong academic and English foundation.

For students who have followed the IGCSE programme, we require a minimum of 5 (A* to C) grades to enter the full IBDP and we recommend a minimum grade of 'C' to enter a Standard Level course and 'B' to enter a Higher Level course. A minimum of 4 (A* to C) grades are required to enter the IB course programme. Students who come from other systems should have equivalent qualifications.

The BTEC Sport Programme requires a proven interest in sport and recreation ideally with study of Physical Education at IGCSE (A*-C grade) or similar. Entry to the full BTEC Level 3 Extended Programme requires 5 (A*-C) grades at IGCSE including English and Maths or equivalent.

The Head of Senior School and Secondary Principal will review all academic history of a prospective student prior to any admission decision.

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4.5.2. High Performance Athletes

In addition to normal admission processes students wishing to join one of the High Performance Academies in the Secondary School will also undergo a sporting assessment, this is dependent on the academy applied for, but are likely to include:

- Review of performance evidence (video, results in relevant sporting competitions)
- Record of representing their country in their sport
- Trials held at BISP (additional charges are applicable)
- References from coaches
- Review of medical and/or physio records or reports (any costs are the responsibility of the parents)

High Performance Athletes must also satisfy the general admission requirements for the school and any scholarship application will be considered after other admissions processes are completed.

4.5.3. Scholarship Application

BISP offers a number of scholarships to students applying to the Secondary School. Applicants for these scholarships will undergo a more extensive testing and review process. More details and selection criteria are in the relevant scholarship information.

Applicants for Sporting scholarships must meet the requirements to be a high performance athlete, and admission to the school as well as the criteria applicable to the scholarship applied for.

4.5.4. English Language Proficiency

English language proficiency is critical to our students' development since they require both social and academic language skills in English to access the curriculum and thrive academically at BISP.

BISP recognizes that academic language proficiency takes much longer to develop than social language proficiency, so it is vital to assess students' language competency across all domains of language development (oral language, reading, and writing) at an early stage.

Before offering prospective students a place at the school, initial assessments are undertaken to evaluate whether English language support is necessary to access the curriculum successfully. For our younger year groups, assessments are carried out by recommendation only.

The type of assessment selected takes into account the student's age and developmental maturity and their academic, cultural, and social/emotional needs. These assessments may include all or some of the following:

- Oral interview with the student (and with parents, as appropriate)

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- Review of the student's unedited written language samples
- Evaluation of student's reading and listening comprehension
- A standardised computer-based language assessment

BISP respects and supports individual's home language(s) and culture, building on earlier educational and personal experiences to help students improve their language abilities and foster literacy growth in English, the student's home language(s) and/or additional languages where possible.

4.5.5. Additional Learning Needs

The BISP Learning Support Department (LS) programmes are able to support a limited number of students.

If a student with additional learning needs applies to the school, this will be first seen by the Admissions Team and Primary and Secondary Leadership Teams on the application and raised with the LS Coordinator during their scheduled meetings. This is then reviewed and further information sought from parents or previous school if needed. The LS Coordinator will carry out specific LS assessments if needed to ascertain barriers to learning and support needed for that student to access the curriculum. A decision will be made based on learning needs and the physical and staffing capacities of the school. Health, sensory and physical needs in consultation with medical needs will be reviewed in collaboration with the school's medical team.

Students who are receiving support from the LS department will be reviewed at specific intervals to determine if BISP can continue to provide for their needs. The review teams include the LS Coordinators, the counsellor(s), the classroom teachers and tutor, external specialists, section head and the deputy principal. All students receiving LS support will have a Student Information Sheet (SIS) which identifies strategies to support learning, this is reviewed annually.

Students identified with significant behavioural or educational needs may not be able to transition to the next year group if the school is unable to support their needs at that time. The Principal and LS team will discuss with parents well in advance if such a circumstance is foreseen and recommend the best pathway for the student.

If a student requires additional support – including but not limited to external assessments, occupational therapy, speech and language therapy, a personal assistant or tutors – services are at the parents' expense.

5. Admission Decisions

Applicants will be kept informed of the progress of their applications and likely timing of an admission decision. No decision will be made until adequate information has been provided.

All admission decisions are made by the relevant Principal or Headmaster in consultation with the admissions department and are communicated to parents. Decisions may be an offer of a place, conditional offer of a place or a rejection.

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The admissions offer will include a deadline for the parents to accept and a payment schedule. If confirmation of acceptance is not received or payments are not made in a timely manner then the offer may be considered to have been rejected by the parents.

To maintain diversity, intake of students by nationality is limited to approximately 20%. The admissions processes are designed to ensure that the students who join BISP thrive within our learning community.

6. Waitlists

When BISP receives applications from students who meet the admission criteria, but is not able to make an offer immediately students may be placed on the waiting list for admission and the following factors will be considered when places become available:

- Applicants with other siblings already at BISP
- Applicants ability to thrive within and contribute to the BISP learning community
- The availability of support for English Language Acquisition, Learning Support or other needs
- Maintaining diversity and balance within year groups in terms of gender, nationality and languages.
- Date of completing application.

7. Leave of Absence and Readmission

The Headmaster may grant a request for a student to take a leave of absence from the school. In that case the school will retain any monies deposited with the school including student bonds. On return to the school the student will either rejoin the year they left, or if adequate evidence is provided that they have continued to study elsewhere they will be allowed to progress in a similar manner to their peers.

Students who leave the school and then subsequently wish to be readmitted, may at the discretion of the Headmaster have their application fast tracked and normal admissions charges and testing waived. A major factor in the Headmaster's decision will be the length of time the student has been absent from BISP and subsequent reports and reference checks.

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Appendices

Appendix 1: Class Comparison Chart

Age*	BISP	Equivalent Class in other Educational systems					
		England	Thailand	USA	China	Russia	India
Early Years							
3	Nursery	Nursery	Anuban 1	Pre-School	Kindergarten	Nursery	Nursery
4	Reception	Reception	Anuban 2	Pre-School	Kindergarten	Kindergarten	Kindergarten 1
Primary							
5	Year 1	Year 1	Anuban 3	Kindergarten	Kindergarten	Kindergarten	Kindergarten 2
6	Year 2	Year 2	Prathom 1	Grade 1	Year 1	Kindergarten	Standard I
7	Year 3	Year 3	Prathom 2	Grade 2	Year 2	Grade 1	Standard II
8	Year 4	Year 4	Prathom 3	Grade 3	Year 3	Grade 2	Standard III
9	Year 5	Year 5	Prathom 4	Grade 4	Year 4	Grade 3-4	Standard IV
10	Year 6	Year 6	Prathom 5	Grade 5	Year 5	Grade 4-5	Standard V
Secondary							
11	Year 7	Year 7	Prathom 6	Grade 6	Middle school	Grade 6	Standard VI
12	Year 8	Year 8	Mathayom 1	Grade 7	Middle school	Grade 7	Standard VII
13	Year 9	Year 9	Mathayom 2	Grade 8	Middle school	Grade 8	Standard VIII
14	Year 10**	Year 10**	Mathayom 3	Grade 9	Middle school	Grade 9	Standard IX
15	Year 11**	Year 11**	Mathayom 4	Grade 10	High school	Grade 10	Standard X
16	Year 12***	Year 12***	Mathayom 5	Grade 11	High school	Grade 11	Higher Sec 1
17	Year 13***	Year 13***	Mathayom 6	Grade 12	High school		Higher Sec 2

* Age as of start of the academic year (August)

** Year 10 & 11 – IGCSE Programme

*** Year 12 & 13 – IBDP and BTEC Programmes