

## Admissions Policy

Marymount International School London is a Catholic School which welcomes students irrespective of race, religion or disability. We educate girls from diverse backgrounds aged 11-18 as day students, flexi, 5- day boarders or full boarders. Scholarship and bursary support are provided by the School. (Information can be requested from the Business Office).

The School accepts students who are supportive to the ideals of Marymount, who will be responsible and contributing members of the community, and for whom the School can provide a balanced, comprehensive and holistic education in the traditional academic disciplines within the framework of the course offerings. Students should be of sound and honest character in sympathy with the Mission, Philosophy and Goals and Criteria of the School. They will be willing and eager to achieve their full potential through determined effort, guidance and dedication.

### SCHOOL ADMISSIONS PROCEDURE:

- The School must be in possession of the student's application form and fee and signed permission to request previous school transcript.
- These records should indicate that the student has followed a recognised programme of studies at her previous school or in some other educational structure and is capable of participating fully in the school curriculum.
- Parents are requested to give details of special educational needs at this point of the application process.
- In cases where parents have identified that their daughter has a disability or special need, the School will have a meeting at an early opportunity with the parents to define any reasonable adjustments the School is able to make and to discuss any additional services. If appropriate, a place may be granted on the basis that parents undertake to meet the cost of any aids and services that will need to be provided for the student.
- Students whose first language differs from the language of instruction (English) will be tested upon entry into the School to determine the most appropriate ESL (English as a Second Language)/ English Studies class. Students in this category will be expected to demonstrate satisfactory progress in their English Language studies to ensure that the curriculum remains accessible. (Please refer to the School's Language Policy for further information).
- The Admissions process normally involves an interview at the School and a testing procedure. Testing may occur at other times or places.
- Applicants should submit appropriate school records.
- In some circumstances a provisional place can be granted based on unofficial records (parental interviews, testimonials etc) but this place will remain conditional until official records have been received and validated.
- The School reserves the right to place students in the most appropriate Grade based on age and ability.

Schools are obliged to record each student who attends the school on their Admissions Register, as outlined in 'Children Missing Education' (2016).

The name of each student will be included on the Admissions Register from the beginning of the first day the school has agreed, or has been notified, that the student will attend the school. The School has a statutory duty to notify the local authority when they remove or add a student's name to the Admissions Register at non-standard transitions, i.e. where a compulsory school-aged student leaves before completing the school's final year or joins the school after the beginning of the school year.

The School acknowledges its duty towards students who have a disability and takes seriously its duties under Part 4 of the Disability Discrimination Act 1995. (A copy of the School's detailed Disability Discrimination Policy and SENDA Policy is available on the website or can be obtained from the Bursar upon request.

#### **ACCESSIBILITY PLAN:**

The School will take all reasonable steps to avoid putting students with a disability or special educational needs at a substantial disadvantage. It will make reasonable adjustments to optimise such students' participation in the curriculum and other aspects of school life unless there are strong reasons for not doing so. However, should a student need auxiliary aids and services such as specialist tuition by a special needs or support teacher or specialist equipment in the classroom, parents will be responsible for these costs [as reasonably determined by the school from time to time]. If appropriate, and as agreed with the School, parents may provide auxiliary aids and services themselves.

#### **The School will review its accessibility plan on an annual basis to evaluate:**

- The effectiveness of actions/adjustments taken by the School in order to meet the needs of students with a disability/special educational needs
- Responses to any legislative changes
- Changes or expected changes to the needs of such students.

The School will consider appropriate adjustments and will discuss planning, budgetary and other concerns with the Deputy Head and the Learning Resources Teacher.

**Approved:**                      **November 2018**  
**To be reviewed:**            **November 2021**