

Eerde IBS Admissions Policy



Coordinator:	Head of Admissions
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Introduction:

Eerde IBS is a small school, located in a beautiful rural location in the Netherlands, offering international education to students from around the globe in an English-speaking environment. This policy sets out our admissions processes and procedures as well as any specific admissions criteria. As per Article 28 of the UN Convention on the Rights of the Child, we believe that all children have the right to an education. Therefore, we want to offer places to as many children and young people as we can at Eerde, providing we are able to fully cater for their needs and have space available.

We do not discriminate on the basis of disability, gender, gender identity race, religion or belief and sexual orientation and the school does not have any particular religious or political affiliations. Eerde expects all staff and students to be aware of and aim to follow our Guiding Statements which outline that we are.. Confident, Reflective, Critical, Cooperative, Caring, Balanced, Responsible and Diverse.

Where admissions criteria are in place they are only intended to ensure that students joining us are able to access our education in the best way possible. This is why for some courses a minimum English level may be required or a certain academic level of achievement. We do not wish to see children fail while they are with us as we understand the impact this can have on a child's development. For our Primary, Middle Years and IGCSE provision, entry requirements allow for a much wider range of academic ability, whereas at International Baccalaureate level we need to ensure that students are equipped with skills, behaviour and ability to follow an academically challenging course of study and succeed in this.

In the case of very complex physical or psychological needs, where reasonable adjustments could not be made, we would not be able to take a student. We assess each student on an individual basis and discuss this in full with parents as part of the pre-admissions process.

Aims:

- To ensure a fair and open admissions process for students to Eerde IBS



- To ensure our admissions process is clearly outlined and individual roles outlined
- To ensure students attending Eerde IBS are able to access our curriculum fully and succeed
- To live up to our Guiding Statements as a school
- To ensure our admissions process ensure the safety and wellbeing of students at Eerde IBS

Roles and Responsibilities:

Role of the Supervisory Board

The Supervisory Board, has:

- a duty to ensure that all applications to this school are considered fairly and openly;
- delegated powers and responsibilities to the Head of Admissions to ensure compliance with this policy, including making it available to parents, carers and all those who may wish to view it on the school website;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Head of Admissions;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - report to the Supervisory Board every term;
 - annually report to the Supervisory Board on the success and development of this policy.

Role of the Head of Admissions & School Director

The Head of Admissions & School Director will:

- ensure all prospective parents or carers are fully aware of the:
 - admissions criteria;
 - application process;



- o visa application process (if applicable);
 - o financial arrangements and fees;
 - o key school information such as term dates, boarding arrangements, regulations etc.
-
- ensure that all applications are looked at fairly and openly;
 - annually review admissions criteria and entry requirements;
 - work in conjunction with the Senior Management Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
 - work closely with the Principal and Course Coordinators throughout the admissions process to ensure students are suitable for and placed on the correct course for their needs;
 - ensure smooth and effective communication between Admissions and School staff in order to ensure effective transitions for new students;
 - supply admissions information to those who require it prior to students starting at the school;
 - maintain the Admissions Register, keeping note of new students, leaving students and students on roll;
 - ensure that student safeguarding is given paramount priority at all times, being particularly careful to spot inauthentic or risky applications;
 - work closely with the link governor;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to staff, where necessary;
 - annually report to the Supervisory Board on the success and development of this policy;
 - ensure the effective implementation, monitoring and evaluation of this policy.

Role of the Senior Management Team

The Senior Management Team will:

- work closely with the Head of Admissions to ensure the effective implementation of this policy;
- provide assistance in reviewing admissions criteria and entry requirements;
- ensure that student safeguarding is given paramount priority at all times, being particularly careful to spot inauthentic or risky applications;
- provide leadership and vision in respect of equality.

Role of the Principal

The Principal will:

- work closely with the Head of Admissions and Course Coordinators to ensure the effective implementation of this policy;
- provide assistance in reviewing admissions criteria and entry requirements;



- ensure that student safeguarding is given paramount priority at all times, being particularly careful to spot inauthentic or risky applications;
- provide feedback to the Head of Admissions regarding a student's suitability for their chosen course of study;
- offer advice and support throughout the admissions process to ensure effective and positive starts for new students;
- ensure smooth and effective communication between Admissions and School staff in order to ensure effective transitions for new students;
- provide relevant information about students to staff prior to, or as soon as possible after, starting at the school, to enable them to ensure a smooth and effective start at Eerde;
- ensure that student safeguarding is given paramount priority at all times, being particularly careful to spot inauthentic or risky applications, both pre and post arrival;
- assist Course Coordinators to monitor students in their first 3 weeks at school (induction phase) and meet with parents to discuss progress at the end of this 3 week period.

Role of Course Coordinators

Course Coordinators will:

- be aware of and comply with this policy;
- work closely with the Head of Admissions to ensure that the admissions process is open and fair;
- interview prospective students prior to acceptance on a course of study;
- provide feedback to the Head of Admissions regarding a student's suitability for their chosen course of study;
- refer students with SEN or possibility of additional needs to the Learning Support Coordinator for further discussion;
- offer advice and support throughout the admissions process to ensure effective and positive starts for new students;
- ensure smooth and effective communication between Admissions and School staff in order to ensure effective transitions for new students;
- provide relevant information about students to staff prior to, or as soon as possible after, starting at the school, to enable them to ensure a smooth and effective start at Eerde;
- ensure that student safeguarding is given paramount priority at all times, being particularly careful to spot inauthentic or risky applications, both pre and post arrival;
- monitor students in their first 3 weeks at school (induction phase) and meet with parents to discuss progress at the end of this 3 week period.

Role of the Learning Support Coordinator - Head of Welfare and Support

The Learning Support Coordinator - Head of Student Welfare and Student Support will:



- Conduct placement testing for all new students up to IBDP level;
- Conduct interviews with SEN students or students with additional needs at the request of Course Coordinators;
- Advise on how best to cater for students with additional needs and the school's capability to do so;
- Request previous learning information or be in contact with previous school, where necessary, in order to develop learning plans for students

Role of School Personnel

School personnel will:

- be aware of and comply with this policy;
- work closely with the Principal and Course Coordinators to assist in the admissions process, where required;
- receive relevant information about students prior to, or as soon as possible after, starting at the school, to enable them to ensure a smooth and effective start at Eerde;
- welcome new students to the school, ensuring they are aware of any admissions information which is made available to them;
- ensure that student safeguarding is given paramount priority at all times, being particularly careful to spot inauthentic or risky applications, both pre and post arrival;
- assist in monitoring students in their first 3 weeks at school (induction phase) and liaising with Coordinators regarding any concerns.

Role of Parents/Carers

Parents/carers will:

- be made aware of this policy;
- be made aware of the admissions process in full at the time of application;
- provide up to date and accurate information about their child to the school at all times;
- work with the school to ensure the best interests of their child at all times.
- Provide all the essential- and up to date information (medical, academical, mental) to ensure a safe and healthy stay at the school, and that the student will receive the right treatment

Role of the Data Protection Officer

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;



- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy, to make sure necessary information and data being sent and stored are done in a correct manner

Admission procedure:

Eerde International Boarding School welcomes pupils from around the world. When interested in our educational boarding offer, parents and carers are invited to get in touch with us through our admission officer (admission@eerdeibs.nl). Getting to know each other is the first phase of our admission procedure, this is possible through skype, telephone or chat (whatsapp/wechat). We even offer a virtual tour walking around on Eerde to give the best impressions of being here.

During the (skype) interview, prior education and expectations for the future will be thoroughly discussed, including the student's interests and ambitions. It is essential that a student is motivated to join us. Following this meeting the student's mathematical skills and English language skills will be assessed according to the level required for the specific year group. This is to make sure that the student will be placed at the right level, and to assess if extra support is needed, in the case for a student performing under- or also above his peer group. As the language of instruction is English, we expect students to have a specified level of English prior to enrolment. If the level of English is insufficient according to the school's requirements, the student will have to follow additional English lessons in our school (extra costs will apply).

Education program: The philosophy of education at Eerde is directed at the maximum realisation of each individual's talents and potential. The chosen educational program is based on IPC Cambridge primary, IMYC/CS1, IGCSE, IBDP. Each of these programmes demand a series of internal assessment tasks which are submitted for analysing and evaluation. In this way, teachers are able to monitor each student's true progress and adapt the student's curriculum accordingly.

Data needed for our assessment of student's academic and non academic level:



- school reports of last school attended
- school transcripts
- Report on career/intelligence/aptitude (where necessary)
- Recommendations by former teachers/headteacher
- Preferred choices of subject (IGCSE, IB)
- Preferred future study (IGCSE, IB)
- Any further relevant information

Entrance procedure for Primary (4-11 years old)

At Eerde we look at each student's individual potential and we want to know that each student will be happy with us. The youngest pupils in Reception and Year 1 come to school for an informal assessment on a one-to-one basis. All other students attend for 2-3 days. In the morning they will be assessed in English and Mathematics. For the rest of the day they will be with their peer group, allowing them to experience school life at Eerde. All these assessments are conducted with every effort to put the student at ease so that they can relax and show their talents and gifts.

Lower Secondary (11-14 years old) and IGCSE

We offer candidates the possibility to visit us for 3 days and follow a timetable of lessons with their peers, which we arrange on an individual basis. This allows students to experience a normal working day in school and familiarise themselves with the surroundings and possible boarding life. Students will be asked to sit papers in English and Mathematics and a GL entrance exam, which will give an indication of the current level of the student. An online accredited assessment tool GL is an educational assessment tool to measure the current level, this is used as an entrance exam. It gives insight in a student's skills and areas for improvement.

Students must be enrolled in seven subjects in each year of the IGCSE program. The Upper Secondary entrance and admissions requirements, as well as the promotion requirements for form 4 and form 5, are set such that it is expected that all students will be eligible to enrol in the full IB DP and, more importantly, successfully earn the full IB Diploma upon graduating from Eerde. We do, however, recognize that after admissions, a student's learning needs may



indicate that she will not benefit academically, socially, and/or emotionally from being enrolled in the full IBDP, and therefore offer students the option of earning an ICE diploma.

Next to assessing the academics, teachers will also get an opportunity for observation, get to know the student. It is a way to experience if Eerde is the right place for the prospective student, meanwhile it allows the student to reflect as well on a possible future at Eerde. Students are asked to bring their study report cards, if available English level proof, these will be reflected upon during the interview with our IGCSE-Coordinator.

The IB Diploma Program is a rigorous course of study and to be a successful candidate in the IBDP, students must be committed to attending school regularly, to completing homework and assignments by the due dates given, and have a conscientious attitude towards their studies. The successful IBDP student is an independent and self-motivated learner and our IMYC program and IGCSE programme is designed to prepare students to be successful in the IBDP.

Entrance requirement Foundation IB

In order to be accepted into the Foundation-IB program, students are required to:

- Turn at least 15 years of age during the academic year in which they are enrolled in the program
- completed grade 9 (or equivalent) of high school
- satisfactory record of academic attainment
- satisfactory disciplinary record
- a score of at least 3 on IELTS

Students have the opportunity to visit Eerde for a trial period of 3 days and follow a timetable of lessons, which we arrange on an individual basis. This allows students to experience a normal working day at Eerde and familiarise themselves with the surroundings and possible boarding life.

Enrolling in the full IBDP

Students who select the Full IB Diploma program should have met the following criteria in Grade 10 (form 5)



- A* to C grades in at least 6 IGCSE courses (2 of these courses must be Mathematics and English (or ESL)).
- Or the equivalent of 6 A* to C grades in non-IGCSE courses (2 of these must be Mathematics and English (or ESL)).
- Complete a Mathematics placement exam during the first week of school. The placement exam results and advice of the IB coordinator are binding.
- Obtain current teacher recommendations;
- Demonstrate themselves as organized, independent, and self - motivated learners through their ATL grades;

Students who are not meeting the above expectations will still be allowed to participate in the Diploma Programme but will do so under Academic Supervision. The student will meet with the DP Coordinator who will consult with the Grade Level Leader and the student's counsellor to outline the requirements of Academic Supervision.

Students will remain on Academic Supervision for the minimum of the first semester, with a progress report and family meeting happening at the end of the first quarter.

Enrolling in Individual IBDP Subject Certificates

Students who are not enrolled in the full IBDP can register to earn individual IBDP subject certificates at either Standard Level or Higher Level. Students will have courses named with the IB designation on their transcripts and will be expected to meet all IBDP subject specific requirements.

NOTE: For non European students entering our IBDP program additional visa conditions apply.

Language requirements:

Depending on the year level students' English should be sufficient according to the school's requirements. If the level of English is insufficient Eerde facilitates an additional English program which students will be offered (extra costs will apply).

Requirements IB

Proof of English proficiency (non- native English speakers only).

□ IELTS minimum band score of 6.0 or

□ TOEFL minimum total score of 93.



(See also Appendix 1 for more details IBDP admissions requirements)

Transition between year groups

Students already studying at Eerde, once enrolled, may continue on until the end of grade 10 and IGCSE level, an assessment is then required to ensure they meet the entry requirements for the IB. See IB admissions criteria.

Students with Additional Learning Needs & Disabilities

Each application is considered individually and we aim to give places to all of those students who we feel we can cater for, meeting their individual needs. At application stage expert reports are requested, assistance can be offered by the school in obtaining these. Once expert reports are obtained the school will consider whether they can currently cater for or make reasonable adjustments in order to cater for the student's needs. Where an additional cost is required to offer additional support, parents may be asked to cover this cost.

The school is not currently equipped to cater for students with complex mobility needs. This is unfortunately due to the restraints our buildings have because of their monumental status. We are simply not allowed to adjust the buildings on campus in such a way that students with complex mobility needs would be able to access all locations on campus. Applicants with physical disabilities will be assessed on an individual basis to see whether the school is able to accommodate them or make reasonable adjustments to do so.

The school reserves the right to refuse entry to those students for whom it feels it is not able to offer a full and beneficial education.

Refusing Entry/ Appeals

Those wishing to appeal the refusal of a place at Eerde IBS are invited to see our Complaints Policy and follow the procedure outlined in here.



Complaints will be referred to an independent panel if they cannot be resolved with the school directly.

Admissions Register

An admissions register is run electronically and saved on a monthly basis in order to preserve admissions data for reflection and inspection. On this register the details of all applications to the school and the outcome of their application will be held.

No entries may be removed at any stage.

Admission steps

Step	Action	Who
1	Email/phone call of interest is received	Agent or Parents→ school
2	Admission responds with a welcoming mail, answering the questions in the first message received <ul style="list-style-type: none"> - Sends the information brochure and movie (send as link) - In case required the summer school program is send as well 	Admission
3	Response send by the parents/agents is answered In case the response doesn't arrive after 5 days, send a new inquiry message to confirm receipt and ask if there are further questions.	Agent/Parent→ admission Admission→ parent/agent
4	If they are interested in enrolling their children, follow the following steps. (difference made between EU and Non EU)	
Students with a passport from the European Union		
5	When parents/ students live in the Netherlands or close by, invite them for a visit. In this visit admission should be involved and preferably a teacher, IMYC, IGSC- or IB Coordinator	Admission→ and coordinator/team teachers and if relevant boarding



6	In case due to distance/time restrictions a visit is impossible, arrange a skype meeting with Admission and coordinator IB or Cambridge.	Admission→ parent Admission→ team,
7	Sometimes the parents want to receive further detailed information regarding a specific offer/level, etc.	Admission→ information to be sent to parents
8	<p>Parent/ student would like to start the enrollment process.</p> <p>Start the enrolment process, by sending the parents the following forms and requesting them to fill in:</p> <ul style="list-style-type: none"> ● Application form <p>Request for the following document:</p> <ul style="list-style-type: none"> ● 2 report cards of the previous school ● Coloured copy of the passport of student and parents/ carers ● Reference from the previous school ● In case the student will be enrolling into the IB: IELTS or TOEFL test <p>After receiving these documents, set up an interview with the IPC/IMYC/IGCSE/IB coordinator and request an advice from the coordinator (use the advice form).</p> <p>After a positive advice, start the final phase of the enrolment process, by sending the parents the following forms and request them to fill in / sign:</p> <ul style="list-style-type: none"> ● Medical record form / form booklet ● Boarding Guide / Student guide ● Eerde Code of Honour <p>Request for the following document:</p> <ul style="list-style-type: none"> ● Vaccination booklet 	Admission→ Send information to parents. Organise interview with coordinator
note	<p><i>Sometimes the team will propose an IQ test/ placement test (in case we think for example about a pupil being an underachiever) as requirement, this is to be done in the mother tongue and at a formal registered psychologist (in NL: BIG geregistreerd). The parents are to organise this, company proposed in NL HK Psychologen in Ommen.</i></p>	



9	If everything is received in a proper way, the admission letter plus the agreement will be sent to parents.	Admission→ parents
10	Parents accept the placement at Eerde by signing and returning the agreement.	Parents→ Eerde
11	Invoice with registration fee and school fee is sent.	Admission→ parents
12	Payment is received.	Parents→ Eerde
13	Enrolment is confirmed. When starting the IB, an extra interview will be planned to choose the subjects.	Admission→ Parents IB → student

Students with a passport outside the European Union		
5	When parents/ students visit the Netherlands, invite them for a visit. In this visit admission should be involved and preferably a teacher, IGCSE- or IB Coordinator	Admission→ and coordinator/team teachers and if relevant boarding
6	In case due to distance/time restrictions a visit is impossible, arrange a skype meeting with Admission and IPC/IMYC/IGCSE/IB Coordinator.	Admission→ parent Admission→ team,
7	Sometimes the parents want to receive further detailed information regarding a specific offer/level, etc.	Admission→ information to be sent to parents
8	<p>Parent/ student would like to start the enrollment process.</p> <p>Start the enrolment process, by sending the parents the following forms and requesting them to fill in:</p> <ul style="list-style-type: none"> ● Application form <p>Request for the following document:</p> <ul style="list-style-type: none"> ● 2 report cards of the previous school ● Coloured copy of the passport ● Reference from the previous school ● In case the student will be enrolling into the IB: IELTS or TOEFL test 	Admission→ Send information to parents. Organise interview with coordinator



	<p>After receiving these documents, set up an interview with the IGCSE/IB coordinator and request an advice from the coordinator (use the advice form).</p> <p>After a positive advice, start the final phase of the enrolment process, by sending the parents the following forms and request them to fill in / sign:</p> <ul style="list-style-type: none"> ● Medical record form / form booklet ● Boarding Guide / Student guide ● Eerde code of honour <p>Request for the following document:</p> <ul style="list-style-type: none"> ● Vaccination booklet 	
<i>note</i>	<p><i>Sometimes the team will propose a placement test/ IQ test (in case we think, for example, about a pupil being an underachiever) as requirement, this is to be done in the mother tongue and at a formal registered psychologist (in NL: BIG geregistreerd). The parents are to organise this, company proposed in NL (Waterink instituut Amsterdam)</i></p>	
9	If everything is received in a proper way, the admission letter plus the agreement will be sent to parents.	Admission→ parents
10	Parents accept the placement at Eerde by signing and returning the agreement	Parents→ Eerde
11	Invoice with registration fee and school fee is send	Admission→ parents
12	Payment is received	Parents→ Eerde
13	Enrolment is confirmed. When starting the IB, an extra interview will be planned to choose the subjects.	Admission→ Parents IB → student
14	<p>The visa procedure Since the student is a non- EU citizen we need to apply for a visa.</p> <p>The following steps should be taken:</p> <ul style="list-style-type: none"> - Fill in the visa application form, and add the antecedent form plus coloured copy of the passport - Eerde will receive the confirmation letter from the IND and the invoice - Within 2 weeks, Eerde will receive an approval letter with which the student will 	



	<p>need to go to the Dutch embassy in their country</p> <ul style="list-style-type: none">- Eerde will send an email to the student / guardian to inform them and explain the procedure.- After going to the embassy, the student will receive their passport back within maximum 2 weeks, after which they can travel to the Netherlands.- After arrival in the Netherlands they need to visit the municipality and the IND to get their permanent student visa. If requested they can also get their BSN.	
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Safeguarding – checking validity of applications

We are aware that, on occasion, applications to the school may be inauthentic and that this may be for a number of reasons, such as illegal human trafficking, asylum seeking or as a means of gaining illegal entry to the country. Cases such as these may pose significant threats to the safety of children and young people and therefore, we have in place checks to try and detect any instance such as this as much as possible. Educational Agents are vetted (as per below process) and all Dutch immigration checks are followed for those students requiring a visa.

We operate a system of due diligence when looking at all applications including:

- Parents must be met by a representative of the school and interviewed – this may be with an educational agent or over Skype
- All students are met and interviewed prior to placement (in person or via online conferencing e.g. Skype)
- Verified copies of passports are requested from parents and students
- Verified copies of visas are requested from parents and students

Any concerns will be shared with the Dutch Immigration Service (IND), Police or Veilig Thuis (Dutch Child Protection Services)



Agent application steps

Step	Action	Who
1	Request from an agent to cooperate	Agent
2	Admission responds with a welcoming mail, answering the questions in the first message received and send an agent application form with the request to fill this in. <ul style="list-style-type: none"> - Send the link to the schools brochure: www.eerde.nl/welcome - Send the agent application form 	Admission
3	Response send to the agents is answered In case the response doesn't arrive after 7 days, send a new inquiry message to confirm receipt and ask if there are further questions.	Agent → admission Admission → agent
4	If they are interested in becoming a certified agent, they will send back the agent application form. Do a background check of the agent <ul style="list-style-type: none"> - Check the website and google the data filled in, in the form - Send email to references mentioned in the application form (use wording in template, in appendix 1). If there is no response after 5 days, send a new inquiry asking for the reference, and forward this to the agent as well. - Add a file to the Admissions directory, and in the Admissions email of this Agent (name + country) 	Admission □ referees
5	Reception of at least 2 positive references: <ul style="list-style-type: none"> - Make a contract, and send this to the agent to sign for 	Admission □ agent
6	After receiving the signed contract <ul style="list-style-type: none"> - have it signed by the director of school, scan it for the digital file (admissions/agent/list of current agent, and put the hardcopy in the Agent file. - Send a scan of the file to the agent - Add the agent to iSams - Plan a Skype meeting with the agent - Add to list of agents for newsletter 	Admission
7	Skype meeting with the agent	Admission - Agent



	<ul style="list-style-type: none">- Explain more about our school- Entrance requirements for the different grades- Answer their questions- Discuss which marketing materials they would like to receive and send these- Try to manage expectations of both parties- Discuss the follow up steps	
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Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.

Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Complaints Policy
- Safeguarding and Child Protection Policy



Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/Carers	Board	School Visitors	Wider School Community			
		✓	✓	✓						
Question	Protected Characteristics								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
YES									Yes	No
NO	✓	✓	✓	✓	✓	✓	✓	✓		✓
UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes	No
NO										✓
UNSURE										
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									



Policy Review

Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	
Monitoring the Effectiveness of the Policy	
Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...	



Appendix 1

IB Admissions Requirements

The admission policy is designed to ensure that all students choosing to study the International Baccalaureate at the International School Eerde have the appropriate academic background and personal drive to succeed. Only students meeting the minimum admission requirements are considered for application.

Academic Requirements

The IB is a rigorous course of study that is highly demanding of each student's academic skills and perseverance. A solid academic foundation and self-discipline are both necessary features to successfully obtaining the IB diploma.

Academic admission requirements:

1. A* to C grades in at least 6 IGCSE courses (2 of these courses must be Mathematics and English (or ESL)).
2. Or the equivalent of 6 A* to C grades in non-IGCSE courses (2 of these must be Mathematics and English (or ESL)).
3. Complete a Mathematics placement exam during the first week of school. The placement exam results and advice of the IB Coordinator are binding.
4. Proof of English proficiency (non- native English speakers or students who have studied for fewer than two years at a school where English was not the primary language of instruction. only). IELTS minimum band score of 6.0 or TOEFL minimum total score of 93.

Behaviour Requirement

The IB is an intensive course that requires students to be independent, disciplined and responsible learners. The ideal IB student is mature, organized and well behaving. They should also be comfortable with learning independently.

Behavioural admission requirements:

1. No recorded incident of academic malpractice. This includes any incidence of cheating, plagiarism, collusion or any other academic misconduct.
2. No "Level 3" behaviour incidents listed on ManageBac (for returning students only).



3. No recorded behaviour incidents equivalent to a “Level 3” offence at Eerde (International School Eerde’s behaviour policy is attached herewith).

Matriculating in the IB Diploma Program

The rigor of the IB Diploma Program requires a certain level of academic excellence. In order to remain in the IB Diploma Program at Eerde, students must meet the following requirements.

Continuing requirements all IBDP students:

1. A minimum average score of 4 points for all courses on the winter reports during the first and second year.
2. No scores lower than 3 points for any course on any report throughout the IB Diploma.
3. The overall score should never fall below 24 points.
4. Attend meetings with the CAS Coordinator and Extended Essay supervisor as requested.
5. The Extended Essay must be completed before the winter holiday during the second year of the IB Diploma.

Failing to meet any of these requirements could see the student being asked to leave the IB Diploma Program.

Before Deciding to Begin the IB Diploma Program

The decision to study in the IB Diploma Program should be made after careful consideration of all aspects. There are many factors that can help a student determine if the IB Diploma Program is the best choice for them. Before deciding to embark in the IB Diploma Program, students should ask themselves some questions to ensure they are making the right choice.

Ask yourself:

1. Which specific features of the IBDP spark my genuine interest?
2. How will the IB Diploma Program help me with what I’d like to do after secondary study?
3. Does my chosen university/tertiary institution require the IB diploma?
4. Will the broad-scope nature of the IB subjects motivate or demotivate me?
5. Am I determined enough to succeed in IB? Will I meet all the requirements throughout the programme?
6. How organized and diligent am I? Will I be able to cope independently with the amount of work that is required?



7. Have my scores during my academic career shown enough growth and maturity to be able to complete the IB Diploma Program?

