



## **ADMISSIONS POLICY**

### **RPE-PL-12**

<b>POLICY OWNER</b>	Education Quality and Accountability Office
<b>MONITORING AND EVALUATION</b>	Principal and Senior Leadership Team
<b>APPROVED BY</b>	School Board
<b>APPROVAL DATE</b>	
<b>DATE POLICY CAME INTO EFFECT</b>	
<b>PERIOD OF REVIEW</b>	1 year
<b>DATE OF NEXT REVIEW</b>	

## Table of Contents

<b>1 RPE Mission and Vision.....</b>	<b>3</b>
Mission.....	3
Vision.....	3
<b>2 Introduction.....</b>	<b>3</b>
<b>3 Rationale.....</b>	<b>3</b>
<b>4 Aims.....</b>	<b>3</b>
<b>5 Roles and Responsibilities.....</b>	<b>3</b>
Board.....	3
Principal.....	3
School Pedagogue.....	4
<b>6 General Remarks.....</b>	<b>4</b>
<b>7 Primary Admissions.....</b>	<b>6</b>
Entry Requirements.....	6
Year 1 Testing for Enrollment.....	6
Special Educational Needs and/or Disabilities (SEND).....	7
Residence.....	7
Parent Communication.....	7
Accessibility Arrangements.....	7
Class Organisation.....	7
Exceptional Admissions.....	7
Application Timeline.....	8
Screening and Interviews.....	8
Student Record from Other Schools.....	8
<b>8 Secondary Admissions.....</b>	<b>8</b>
Entry Requirements.....	9
Year 10 Testing for Enrollment.....	9
Special Educational Needs and/or Disabilities (SEND).....	9
Residence.....	10
Parent Communication.....	10
Accessibility Arrangements.....	10
Class Organisation.....	10
Exceptional Admissions.....	10
Application Timeline.....	10
Screening and Interviews.....	11
Student Record from Other Schools.....	11
<b>9 Monitoring and Reviewing the Policy.....</b>	<b>11</b>

## **1 RPE Mission and Vision**

### **Mission**

Richmond Park Education aims to provide an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally. Through innovative teaching methods, engaging and challenging enrichment programmes, personalised attention, and collaboration with families and the community, we cultivate critical thinking, creativity, and a lifelong passion for learning.

### **Vision**

Vision of Richmond Park Education is to prepare the students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

## **2 Introduction**

This policy was prepared by RPE Education Quality and Accountability Office.

The School Board has agreed and ratified this policy.

This policy is to be read in conjunction with the following policies: Curriculum Policy, Health and Safety Policy, Safeguarding and Child Protection Policy, SEND Policy and Equality Policy.

## **3 Rationale**

Richmond Park International School, Sarajevo is committed to ensuring fair, transparent, and equitable procedures for admitting students into the School. By adhering to a clear admissions policy, schools can maintain consistency and integrity in their selection process while upholding their commitment to providing quality education to all students.

## **4 Aims**

This document sets out the admission arrangements for Richmond Park International School, Sarajevo, including Primary and Secondary School divisions.

## **5 Roles and Responsibilities**

### **Board**

The School Board has devolved responsibility from the Richmond Park Education Board for approving this policy and ensuring it is implemented appropriately.

### **Principal**

The Principal is responsible for the implementation of this policy.

The Principal is responsible for providing the prospective parents with an opportunity for an interview, school tour or school trial prior to the enrollment.

The Principal is responsible for determining the school fee (taking into consideration input

information from the student's family and after consulting the Accounting Department), settling and signing of the contract with the parents or legal guardians of the child.

### **School Secretary**

The School Secretary is responsible to inform the prospective parents about the legal requirements for student enrollment, as well as to ensure that all required documents have been prepared and submitted by the parents. The Secretary is also responsible for preparing the contract and payment plan according to the Principal's instructions.

### **School Pedagogue**

The School Pedagogue is responsible for the evaluation of student applications, especially in case of students with special educational needs and/or disabilities (SENDs), as the position of the SEND Coordinator in our School is assigned to School Pedagogues.

## **6 General Remarks**

Richmond Park International School, Sarajevo has been offering quality education in a familial and friendly atmosphere for students from all nationalities since 1998. The school, recognized by the local Ministry of Education, is an independent, multinational day school. The School welcomes all students age 6 - 19, into our Primary and Secondary School (please check Table 1 on the next page to find how students are assigned to an appropriate school division and year based on their age )

Our School offers a broad and balanced curriculum, aligned with Cambridge International curriculum and local curriculum under the authority of the Ministry of Education in Sarajevo Canton. English is used as the medium of classroom instruction. Students study all school subjects in English. One of the key aims of our curriculum is to develop students' communicative competence and language proficiency in English in addition to their native language. This helps students to:

- improve their linguistic and metalinguistic abilities,
- increase their cognitive abilities such as divergent thinking, concept formation, verbal abilities, listening skills and general reasoning,
- improve their understanding of their native language,
- understand and appreciate people from other countries and open the door to other cultures,
- enhance their memory.

At our School, students also learn Bosnian/Croatian/Serbian language according to the local curriculum. Students who are native speakers are taught in their mother tongue from a specialist teacher, while expat students are taught basic spoken and written language according to a separate programme designed by their teacher.

To learn more about our curriculum we encourage you to check our Curriculum Policy. Our curriculum is delivered by our highly-qualified, experienced and dedicated professional teachers who are committed to ensuring that each child is valued, cared for and given every opportunity to reach their full potential. Our School is committed to equal opportunities and accepts applications from all pupils who are able to access our programme, regardless of race, gender, nationality or other protected characteristics, as outlined by our Equality Policy.

**Table 1:** Outline of our Primary and Secondary divisions.

Division	Organisation according to the legal framework in Bosnia and Herzegovina				In the UK		In the US
	Stage	Key features	Year	Student age	Year	Key Stage	Grade
Primary	Lower	Students take standard set of subjects, and majority of their lessons from the primary school teachers, with additional teachers for English and RE	1	6-7	2	KS-1	1
			2	7-8	3	KS-2	2
			3	8-9	4		3
			4	9-10	5		4
	Upper	Students take a standard set of subjects, all taught by separate subject teachers, with one teacher also taking the role of Form Tutor for one class. At the end of Year 9 students take <i>Matura</i> exams from Bosnian, English and Maths.	5	10-11	6		KS-3
			6	11-12	7	6	
			7	12-13	8	7	
			8	13-14	9	8	
			9	14-15	10	KS-4	9
Secondary*	Lower	Students take a standard set of subjects, all taught by separate subject teachers, with two departments - General and ICT, with one teacher also taking the role of Form Tutor for one class.	10 / 1	15-16	11	KS-5	10
			11 / 2	16-17	12		11
	Upper	Students select a department to continue their education in a specific direction (Maths and ICT, Science, Languages, Humanities) while they retain a shared set of standard subjects. They retain the Form Tutor from the lower stage.	12 / 3	17-18	13		N/A
			13 / 4	18-19		N/A	

\* The Secondary School division consists of another sub-division called "College" which corresponds to the local type of secondary school called General Gymnasium. College offers a specific curriculum only partially taught in English, for a unified 4-year secondary program that does not involve subject/department selection.

## 7 Primary Admissions

Our Primary School caters to students of age 6-15. This naming makes the school compliant with the local regulations (in Bosnia and Herzegovina, schools are divided into Primary and Secondary), however in practice it means that our Primary School division covers Primary and Lower Secondary education. Please check Table 1 in Section 6 of this policy to find how students are assigned to an appropriate school division and year based on their age.

### Entry Requirements

English is the language of instruction for the whole curriculum. The ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment are the guiding principles for admission to the School.

In early ages, immersion in the English language curriculum is usually sufficient for children to quickly develop proficient English language skills. On this basis, children may be admitted to our Primary School regardless of their level of English proficiency. Our teachers are trained to support language acquisition and learning by non-native English speakers. However, we additionally offer a separate ESL support programme within our academic programme at Years 5-9.

All students applying to our Primary School must provide school records at least for the previous academic year (preferably last two academic years) and/or other documentation regarding their level of English language proficiency. They may also be asked to take an academic assessment test. Provided academic ability is evidenced, the School will consider options which would allow the student to take an ESL support programme combined with joining their mainstream class for certain subjects.

### Year 1 Testing for Enrollment

When enrolling children in Year 1, in addition to mandatory documentation, it is necessary to conduct a testing. It consists of interviews and adapted standardised tests aimed at assessing the child's readiness for school. After entering the names of the child, the mother and the father, and the child's age into the protocol, contact is established with the child and testing begins. Five tests are used to assess emotional maturity, social maturity, intellectual/cognitive maturity, graphomotor skills, spatial and temporal relations, mathematical skills, speech and language, pre-reading skills, and focus. The content of each test is confidential, but the purpose of each test is outlined below:

- **Test 1** - Symbol Comparison - This test assesses the ability to perceive, recognise, and navigate in space.
- **Test 2** - Graphic Test of Perceptual Organisation - It shows statistically significant correlation with speech development, visual perception, ability for representation, and general intelligence.
- **Test 3** - Immediate Picture Memory - The child first names the pictures, then we cover the pictures with paper and ask the child to tell us which pictures they remember. A "+" sign is placed under successfully reproduced pictures in the protocol.
- **Test 4** - Drawing Optical Shapes by Model - In solving this test, the child activates their abilities and skills that are of particular importance for successful learning of reading, writing, and arithmetic.
- **Test 5** - Draw-a-Person Test (Goodenough Test) - The test assists professionals in

inferring children's cognitive developmental levels.

At the end, the test results are recorded in the protocol.

### **Special Educational Needs and/or Disabilities (SEND)**

Applicants with mild social/emotional issues, learning difficulties or other special needs are referred to our School Pedagogue (who serves as our Special Educational Needs and/or Disabilities Coordinator - SENDCo) for evaluation. The decision to admit the child will be made by the Principal based on the recommendation of the SENDCo. If it is determined that the School is unable to accommodate a candidate's special educational needs and/or disabilities, we will direct parents to a more suitable option. There may be an additional cost incurred depending upon the level of need. This will be applied with discretion in consultation with the SENDCo and the Principal. We encourage you to examine our SEND Policy for further information.

### **Residence**

Our Primary School is a day school and does not have boarding facilities. Students must therefore reside with their parent(s) or other legal guardian in a location within commuting distance to the school.

### **Parent Communication**

English and Bosnian/Croatian/Serbian are the primary languages for communicating with parents. At least one parent or guardian should be able to communicate comfortably with school staff in English or Bosnian/Serbian/Croatian.

### **Accessibility Arrangements**

Our Primary School building has an access ramp at the entrance for people in wheelchairs. The school building has an elevator operated by an ID Card Key Fob that can be obtained from the School Secretary. The building has toilet and washing facilities adapted to people in wheelchairs, close to the elevator. However, due to other limitations of the building, the Primary School is unfortunately not able to cater to students with complex needs.

### **Class Organisation**

As a coeducational international school, we try our best to maintain a balance of genders, abilities and nationalities in each of our Years and Classes. Please check Table 1 in Section 6 of this policy to find how students are assigned a Year based on their age.

Students come to our Primary School from many different countries with varying school calendars and enrolment age practices. Our **1st September cut-off date** and age placement policy reflects what we believe to be the most appropriate classification for the social, emotional and academic wellbeing of children attending the school. We recognise that some parents may wish to have their children placed in years reflecting their home country systems, however to ensure the most appropriate learning environment for all students in the School, the School reserves the right to exercise professional judgement.

### **Exceptional Admissions**

Exceptions may be considered if the child's birthday falls within a month either side of the 1st

September cut-off date.

Additionally, if parents feel their child would benefit from being placed out of age, the School will assess the child and talk to the child's parents to ascertain the best position. The appropriate decision is then made by the School regarding the final placement.

### **Application Timeline**

If places are available, a student may be admitted to the School at any time during the school year.

### **Screening and Interviews**

Children applying for admission to the School are required to meet the Principal and/or the School Pedagogue in reviewing an applicant's eligibility. We look at current/prior school records. Without obligation, children are recommended to attend school on a trial basis to assess their ability to access the curriculum.

### **Student Record from Other Schools**

The School requires student records in English or translated into English from the applicant's previous school before any student is accepted. These records may include reports, transcripts, and results of standardised tests, any reports by a counsellor or psychologist and recommendation letters from an English teacher or Principal. The School reserves the right to contact the applicant's previous school prior to acceptance.

Whether you are submitting your application online or on paper by regular mail, you will be asked to complete the following forms for each applicant:

1. A completed Application for Pupil Admission (with a passport sized photograph)
2. A completed Medical Form

Besides these forms, you will be asked to provide the following items:

1. Student profile (if applicable)
2. Copy of identification document or birth certificate of child
3. Copy of identification documents of parents
4. Student recommendation letter (if asked by the School)
5. Official school reports and transcripts in original or a legalised copy of it from current school (Applicants should provide records for at least one academic year.)

## **8 Secondary Admissions**

Our Secondary School caters to students of age 15-19. This naming makes the school compliant with the local regulations (in Bosnia and Herzegovina, schools are divided into Primary and Secondary), however in practice it means that our Secondary School division covers Upper Secondary education (Years 10-13, often commonly labelled as Years 1-4, too).

Our Secondary School consists of two subdivisions - International Secondary (that involves elective subjects and is aligned with Cambridge IGCSE and AS/A level) and College (which follows a local secondary school format called General Gymnasium, without elective subjects and international curriculum). English is the language of instruction for the whole curriculum at



the International Secondary subdivision, and English and Bosnian are languages of instruction for the College subdivision. You may find more details about our Secondary School subdivisions in our Curriculum Policy.

Parents may select either International Secondary or College on entry, and will be offered guidance on what subdivision of our Secondary School may be the most suitable choice for their child, based on provided documents on entry. Please check Table 1 in Section 6 of this policy to find how students are assigned to the appropriate years based on their age.

### **Entry Requirements**

English (and Bosnian in case of College) are the languages of instruction for the whole curriculum. The ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment are the guiding principles for admission to the School.

In early ages, immersion in the English language curriculum is usually sufficient for children to quickly develop proficient English language skills. On this basis, children may be admitted to our Secondary School regardless of their level of English proficiency. Our teachers are trained to support language acquisition and learning by non-native English speakers. However, we additionally offer a separate ESL support programme within our academic programme.

All students applying to our Secondary School must provide school records for the previous four academic years and/or other documentation regarding their level of English language proficiency. They may also be asked to take an academic assessment test. Provided academic ability is evidenced, the School will consider options which would allow the student to take an ESL support programme combined with joining their mainstream class for certain subjects.

### **Year 10 Testing for Enrollment**

At the beginning of the enrollment season, the School conducts an online entrance exam that is used to preselect potential candidates for scholarships. Based on their exam performance, students are invited to interviews. The School Principal then offers the student and their family with a scholarship (i.e. a discount percentage on the full fee), based on the student's exam score, interview performance, academic success in regular classes (determined according to reports from the past four years) and extracurriculars (determined according to certificates, diplomas and other documents submitted).

When enrolling children in Year 10, in addition to mandatory documentation, it is necessary to conduct an interview even if the student did not take the entrance exam for scholarship. Apart from interviews, it may consist of adapted standardised tests aimed at assessing the student's readiness for school and their academic level. After entering the names of the child, the mother and the father, and the student's age into the protocol, the interview with the student is conducted. At the end, the test results are recorded in the protocol.

### **Special Educational Needs and/or Disabilities (SEND)**

Applicants with mild social/emotional issues, learning difficulties or other special needs are referred to our School Pedagogue and Psychologist (who serves as our Special Educational Needs and/or Disabilities Coordinator - SENDCo) for evaluation. The decision to admit the child will be made by the Principal based on the recommendation of the SENDCo. If it is determined

that the School is unable to accommodate a candidate's special educational needs and/or disabilities, we will direct parents to a more suitable option. There may be an additional cost incurred depending upon the level of need. This will be applied with discretion in consultation with the SENDCo and the Principal. We encourage you to examine our SEND Policy for further information.

### **Residence**

Our Secondary School is a day school and does not have boarding facilities. Students must therefore reside with their parent(s) or other legal guardian, in a location within commuting distance to the school. Students that are not residents of the city may opt to stay in a private dormitory.

### **Parent Communication**

English and Bosnian/Croatian/Serbian are the primary languages for communicating with parents. At least one parent or guardian should be able to communicate comfortably with school staff in English or Bosnian/Serbian/Croatian.

### **Accessibility Arrangements**

Our Secondary School building has an access ramp at the A Block entrance for people in wheelchairs. The school building has an elevator operated by an ID Card Key Fob that can be obtained from the School Secretary. The building does not have toilet and washing facilities adapted to people in wheelchairs. Therefore, Secondary School is unfortunately not able to cater to students in wheelchairs, nor the students with complex needs.

### **Class Organisation**

As a coeducational international school, we try our best to maintain a balance of genders, abilities and nationalities in each of our Years and Classes. Please check Table 1 in Section 6 of this policy to find how students are assigned a Year based on their age.

Students come to our Secondary School from many different countries with varying school calendars and enrolment age practices. Our **1st September cut-off date** and age placement policy reflects what we believe to be the most appropriate classification for the social, emotional and academic wellbeing of children attending the school. We recognise that some parents may wish to have their children placed in years reflecting their home country systems, however to ensure the most appropriate learning environment for all students in the School, the School reserves the right to exercise professional judgement.

### **Exceptional Admissions**

Exceptions may be considered if the child's birthday falls within a month either side of the 1st September cut-off date.

Additionally, if parents feel their child would benefit from being placed out of age, the School will assess the child and talk to the child's parents to ascertain the best position. The appropriate decision is then made by the School regarding the final placement.

## **Application Timeline**

If places are available, a student may be admitted to the School at any time during the school year.

## **Screening and Interviews**

Children applying for admission to the School are required to meet the Principal and the School Pedagogue in reviewing an applicant's eligibility. We look at current/prior school records. Without obligation, children are recommended to attend school on a trial basis to assess their ability to access the curriculum.

## **Student Record from Other Schools**

The School requires student records in English or Bosnian from the applicant's previous school before any student is accepted. These records may include reports, transcripts, and results of standardised tests, any reports by a counsellor or psychologist and recommendation letters from an English teacher or Principal. The School reserves the right to contact the applicant's previous school prior to acceptance.

Whether you are submitting your application online or on paper by regular mail, you will be asked to complete the following forms for each applicant:

1. A completed Application for Pupil Admission (with a passport sized photograph)
2. A completed Medical Form

Besides these forms, you will be asked to provide the following items:

1. Student profile (if applicable)
2. Copy of identification document or birth certificate of child
3. Copy of identification documents of parents
4. Student recommendation letter (if asked by the School)
5. Official school reports and transcripts in original or a legalised copy of it from current school (Applicants should provide records for previous four years if enrolling to 10th grade or at least records for one academic year if enrolling to grade 11-13.)

## **9 Monitoring and Reviewing the Policy**

We review the information in the policy annually and make adjustments as appropriate. Our review involves students, staff, and carers.