



LONDON ACADEMY

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ADMISSIONS PROCEDURES

Mission statement

#We are the Future

- To empower children with 21st century skills.
- To provide a happy, safe, and caring environment in which all individuals feel connected and respected thus empowering them to reach their fullest potential.
- To promote learning through project-based learning and technology-based tools.
- To deliver an exciting and vibrant curriculum while having serious fun.
- To enrich the curriculum with extra-curricular activities and physical learning environments.
- To encourage each child to develop high self-esteem and, in doing so, learn to respect others.
- To be partners with parents and families to share the responsibility for developing their children educationally, morally, spiritually, and socially.

Date of adoption by the school Autumn 2021

Policy Review Summer 2022

Responsible staff



Admissions procedures are administered by the Head of Admissions. Families are required to complete an application for admission and to provide supporting documentation as needed.

Once the application and all required documentation are submitted, the applicant will be invited to begin our admission process. The following staff may be involved in the admission process

- The Head of Admissions - Oversees the admission process in full.
- The Chief Operations Officer - Advises on placement of a child.
- The Head of School - Advises on academic and oversees year group allocation
- The Academic Coordinators - Advise on and carry out as needed academic assessment
- The Lead teacher for SEND - Advise on placement and involved in the interviewing and assessment process.

All admissions decisions from the Chief Operations Officer and or Managing Director are considered final. Though inquiries regarding final admissions decisions may be sent to the Head of Admissions, we will only provide limited information regarding the criteria used for admissions and/or year group placement decisions.

Admissions Criteria

There are a number of criteria's that will inform the admissions decision; however, no single criterion will determine the final decision on admission and/or year group placement. These criteria include:

- Family commitment to the LAR/LAC vision, mission, and core values
- Applicant's behavioural, effort, and attendance history (Report from previous school)
- Previous enrolment at LAR/LAC
- Siblings enrolled at LAR/LAC
- Children of members of LAR/LAC staff
- Students transferring from another International school
- Students transferring from a French-medium school
- Students transferring from a Moroccan-medium school
- Families employed by diplomatic missions

Please note that this list is not exhaustive and that criteria have been provided in no particular order.



Admissions Requirements

- Families and students are required to embrace the school's Vision, Mission, and Core Values (6 C's).
- Families must be willing to support the school's Positive Restorative Discipline program
- Documentation:
 - An application for admission must be submitted on the correct school format.
 - Families will be required to submit a language survey regarding the applicant's language background.
 - Applicants must submit previous transcripts, report cards and or academic reports.
 - LAR/LAC will consider when possible, applications from students with special educational needs and disabilities [SEND]. It must be noted though that it is not always possible for the school to consider applicants with SEND and the school must review a range of factors before looking to admit a child with SEND. Full details on admissions of students with SEND can be found within this policy.
- All Applicants will be required to complete admissions testing as part of the admissions process. The Head of Admissions will inform families what test(s), if any, will be required as part of the admissions process.
- Applicants will be invited to meet and interview with one or more of the following
 - The Head Admissions
 - The Head of School
 - The Lead SEND teacher
 - The classroom teacher(s)
- Associated fees:
 - Families are required to pay a non-refundable application fee.
 - Families may accept an offer of admission by paying the non-refundable registration fee.
 - Families with a child who requires additional support will be required to cover the full cost of a shadow teacher.

Early Years Applicants

- Age requirement
 - Pre-Nursery applicants must be 2 years old by August 31st
 - Nursery applicants must be 3 years old by August 31st

All children request admission to the reception year group must be fully toilet trained.

- Reception applicants must be 4 years old by August 31^s



Primary Applicants

- All children must be fully toilet trained. There are no exceptions to this requirement.
- Age requirements:
 - Year 1 applicants must be 5 years old by August 31st
 - Year 2 applicants must be 6 years old by August 31st
 - Year 3 applicants must be 7 years old by August 31st
 - Year 4 applicants must be 8 years old by August 31st
 - Year 5 applicants must be 9 years old by August 31st
 - Year 6 applicants must be 10 years old by August 31st

Secondary School Applicants

- Applicants are admitted based on their previous academic experience. They must be suitably prepared for entry into the LAR/LAC Cambridge Secondary School program.
- The admissions focus for the LAR/LAC Secondary School is holistic and not based solely on academic results. Elements of the applicant's records used for a determination of admission include effort, attendance, punctuality, attitude, commitment, contribution to the community, and shared values, among others.

Families needing clarification or support with any of the above should contact the Head of Admissions in the first instance. Exceptions to any of the above admissions requirements will be made on a case-by-case basis by the school's Leadership Team.

Admissions procedures

The school will offer open events and school visits to all potential applicants, irrespective of any protected characteristics. Where necessary, the school will make reasonable adjustments for disabled applicants or disabled parents.

The school may assess its ability to cater to the applicant's needs by inviting the applicant to attend the school for half a day.

Admissions Process

1. **Submit an expression of interest and make a visit to the school.**



2. Submit the relevant documentation to school



3. Register and pay for the admission testing (online GL test, Core curriculum tests with a member of the academic team, where appropriate a language and social interaction assessment may also be needed)



4. Admission decision made and family informed (If your child is not offered a place further clarification and next steps may be sought from the Head of admissions)



5. Offered made and accepted – start date agreed, this will usually be a Monday.



6. Welcome email with key information shared to family along with log in for our FROG site
(FROG is a whole school management system for teaching, learning and communication).



7. Visit session with class/form and key academic staff



8. Buddy system set up internally for students so that they settle in with ease.

Special Education Needs

(For all applicants with an official SEND diagnosis)

The applicant's educational psychologist's reports and/or individualised education plan (IEP) from a previous school must be submitted.



Failure to disclose and/or submit this information will result in admissions disqualification.

If during the admissions assessment concerns are raised around SEND parents will be requested to take an extended admissions route which would include further assessment of the child, most likely including external educational psychology reports.

LAR/LAC may require additional outside testing based on a school's previous records. In this case, reports from the outside testing must be submitted before an admission decision can be made.

LAR/LAC will need to look at the full needs of the child and available provision in the school before admitting a child.

If a child with SEND is admitted there will be additional fees. (see fees section below)

In rare exceptions a reduced or alternative timetable and provision may be offered. This is at the discretion of the Chief Operation Officer and or Managing Director.

LAR/LAC maintain a policy of non-discrimination. We recognize, however, that our setting cannot meet the needs of every student. For students with special education needs and or disability (SEND), limited accommodations are possible within the context of our SEND Policy as well as the student's individualised education plan (IEP), where applicable.

LAR/LAC reserves the right to refuse admission if:

- It is determined by our Head of Admissions and or Leadership that the student will not benefit educationally from our academic program.
- Academic and/or behavioural records indicate that the applicant is unsuitable for the LAR community.
- The SEND accommodations required by the student cannot be met by the school.
- The applicant fails to provide complete and accurate information about a student's SEN and/or behavioural history during the application process.

Applicants from students with special educational needs are considered if:

- The LAR Leadership Team has a high degree of confidence that the school is able to meet the academic, social, and emotional needs of the student and that those needs can be met largely, if not exclusively, in a mainstream, trilingual immersion environment with standard differentiation of instruction and interventions by the classroom teachers.



- The child's learning differences/needs do not impede achievement of the overall learning objectives of the class.
- The child does not pose a threat to other children or the learning environment.
- Children who enter the school on an IEP will continue to be evaluated and have new IEPs prepared at the expense of the family

If, after admission, it is determined that LAR is no longer possible to accommodate the applicant's special educational needs and or disability, the school will recommend an alternative educational environment to the family and will provide transfer application documentation as needed.

Equal opportunities

The admissions team will not establish admissions criteria that excludes individuals with a particular protected characteristic. The admissions criteria will not exclude a greater proportion of pupils with particular protected characteristics, unless the trust board can justify how this is a proportionate means of achieving a legitimate aim.

The admissions criteria will not discriminate against disabled applicants, unless the trust board can justify how this is a proportionate means of achieving a legitimate aim.

