

## Admissions and Access Policy

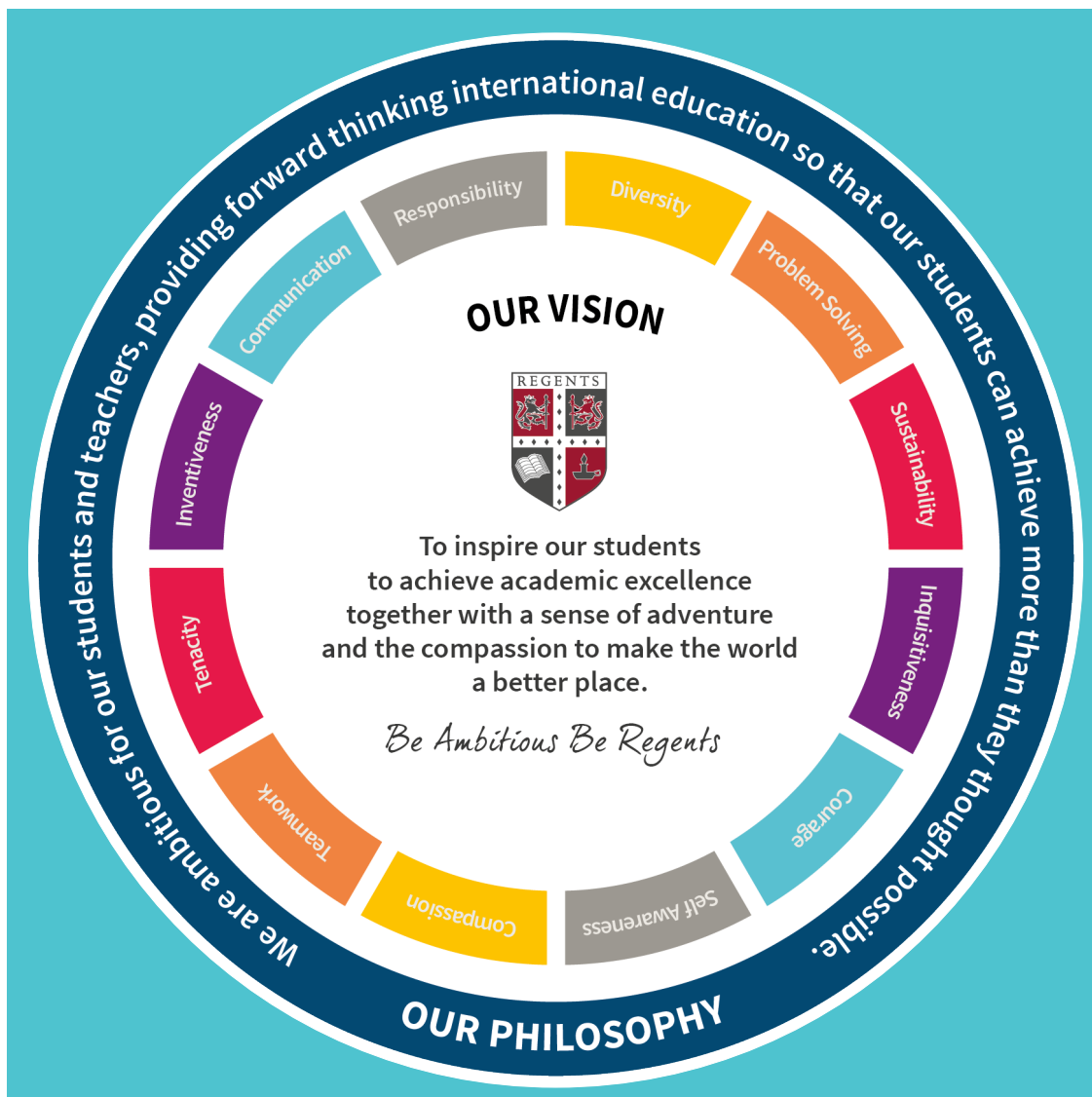
Effective Date:	January 2022
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Policy Holder:	Susan Dineen
Approval By:	Senior Leadership Team (SLT)



## The IB Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit and to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Mission Statement



## Vision and Philosophy

**Our philosophy:** We are ambitious for our students and teachers, providing forward thinking international education so that our students can achieve more than they thought possible.

**Our Vision:** To inspire our students to achieve academic excellence together with a sense of adventure and the compassion to make the world a better place.

**Be Ambitious Be Regents:** This statement underpins our philosophy and objectives, bringing together the Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service), our Be Ambitious framework and the International Baccalaureate philosophy of making the world a better place.

## Admissions and Access Philosophy

Regents International School Pattaya (RISP) provides an outstanding education and our Admissions and Access Policy is designed to ensure we continue to deliver this for every student in line with the Nord Anglia Education parent experience journey framework.

RISP welcomes applications for enrolment throughout the school year, for the majority of academic school years, by families from a broad range of cultural and educational backgrounds. There are no quotas or limits for any individual nationality. We have an inclusive approach to admissions and will consider students with particular learning needs if we are able to offer the particular level of support required. To facilitate this, each student is invited for assessment, either at RISP or remotely, where appropriate.

Regents provides multiple pathways to graduation and university including the IB Diploma, the Regents Diploma and supports for students whose first language is not English and differing learning needs.

This policy is in line with the IB Standards and Practices, specifically:

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

## Admissions Process for internal candidates

All Regents students in Year 11 are invited to apply to join the Sixth Form IB Diploma Programme as IB Diploma Candidates or Regents Diploma and IB Course candidates.

Prior to application during Years 10 and 11, the university advisor provides workshops helping the students to identify their future goals and introducing students and families to the university application process and requirements. The IB Diploma Coordinator also provides workshops to students and families about the programmes available so that students can reach their goals. In Term 1 of Year 11, all students complete a CV and have an interview with a member of the leadership team where they discuss themselves as learners and members of the community and their future goals.

In Term 2, students complete a written application including their current academic progress, potential course selections with teacher approvals. Current Regents students wishing to join the International Baccalaureate (IB) Diploma Programme as IB Diploma Candidates are generally expected to have achieved a minimum of five iGCSEs at Grade C/4 or above and have the necessary prerequisites for three Higher Level subjects.

The IBDP Coordinator reviews all applications, meets with students, teachers and families as necessary and approves programmes of study for each student depending on each student's

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individual academic, linguistic and post-graduation profile. Students are encouraged to be ambitious in their learning and their future goals.

## **Admissions Process for external candidates**

### **Secondary (Year 7 to Year 13)**

Students are invited to RISP for their entrance assessment, which will last approximately three hours. RISP uses cognitive ability testing which offers a comprehensive understanding of a student's ability to learn, and which gives detailed feedback on how we can support their needs in school. The main test will be completed online. No revision is necessary for this assessment.

Should the student's verbal score (an indicator of English language ability) fall below 92 on the CAT test they will be asked to take an additional 30-minute written English assessment.

On completion of the CAT test and written assessment (where required), the student will then undergo an interview process with the Head of Secondary school or, if unavailable, the Deputy Head of Secondary. The Head of Inclusion (or their delegate) will also meet with the student, where it is anticipated that EAL support will be required. Following a written and oral assessment, the Head of Inclusion will present their recommendation to the Head of Secondary for consideration, before an offer is made to the family.

### **Secondary IBDP (Year 12 to Y13)**

For students joining the IBDP programme, they will also have an interview with our IB Coordinator, as well as Head of Secondary. The final decision regarding the offer will be made by Head of Secondary, who can also conduct the interview instead of the IB Coordinator if they are unavailable.

In addition to the entrance assessment, students wishing to join the International Baccalaureate (IB) Diploma Programme as IB Diploma Candidates are expected to have achieved a minimum of five iGCSEs (or equivalent) at Grade C or above and have the necessary prerequisites for three Higher Level subjects. Students who do not meet the requirements to study as IB Diploma Candidates may be invited to study for the Regents Diploma and IB Courses or to complete a preparatory year to begin as IB Diploma Candidates the following year. Some subject areas have additional specific criteria for entry to their courses, full details are provided within the IBDP handbook.

Where it is felt that the student's level of academic English is too low for the student to be successful in the IB Diploma Programme, a recommendation may be provided for the Regents Diploma and IB Courses or a preparatory year to prepare the student linguistically for the IBDP programme. Continual assessment by the EAL and IBDP team will determine if the student has gained sufficient English proficiency to progress to the IBDP the following academic year.

For all prospective students, where any specific issues are raised by teaching staff, or in advance by parents, additional specialist assessment may be undertaken by the Inclusion staff at RISP. If

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the Inclusion team feel that further clarification on a specific learning support need is required, they may ask the family to seek specialist feedback from a medical professional before being able to make a final decision on a place. Any specialist medical assessment and reports must be funded by the family.

## **Monitoring and Support**

All students are monitored closely through our tracking and reporting system and are assessed regularly within faculties and in formal examinations at the end of Year 12 and in January of Year 13 to ensure students are successful and to ensure any necessary supports and interventions are in place as necessary.

Parents receive termly formal communication of progress, approaches to learning skills and predicted grades. The IBDP Coordinator, Head of Year and form tutors also communicate successes and concerns as necessary.

For students to continue as IB Diploma Candidates in Year 13, they are expected to be predicted to earn the Diploma and to be in good standing with all elements of the core. Beyond that, they are expected to demonstrate the traits of the IB Learner Profile and to meet expectations for academic integrity as outlined in the Academic Integrity Policy.

Students at risk of not meeting one or more of those expectations will be monitored closely. Depending on their needs, they may receive additional supports and interventions as outlined in the Inclusion and Language policies and may be placed on an academic contract. Students not meeting the expectations to progress to Year 13 as IB Diploma Candidates will be provided with multiple options for next steps focused on their academic and university goals.

## **Review of Policy**

This policy was updated in January 2022.

### **References**

Regents International School Pattaya Inclusion Policy  
Regents International School Pattaya EAL Policy  
Regents International School Pattaya Language Policy