



# ADMISSION POLICY

(2025 - 2026)

Last review: September 2023

Next review: August 2026

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## Admission Procedure

A parent planning to enrol a student in SKT International School (CITY CAMPUS) must complete the student enrolment procedure. This is a six-step process.

- Initial meeting of the parent/guardian with school administration to go over the SKT International School (CITY CAMPUS) instructional philosophy, tuition payment, as well as school programme and facilities.
- Pre-admission form must be completed.
- After the approval of the pre-admission form by the respective school administrators, students are given a placement test. (Fee applies)
- The admission committee evaluates student placement test results.
- A short interview is conducted by administration with the applicant. A decision is made based on the test results and general impression from the interview.
- Completion of all student information forms.
- Returning the completed forms, along with registration fee.

## Important documents to bring

Parents should bring the following materials to assist with the student's placement:

- Previous scholastic records from last school attended (last two years).
- A recommendation letter from the last school attended is needed.
- Evidence of date of birth or ID card, passport copy (if applicable)
- 2 photographs

***Important: SKT International School (CITY CAMPUS) holds the right to deny any student's application.***

## Admission Package

Parents/Students/Guardians will receive an Admission Package that includes documents such as Admission Form, Tuition Fee Payment Plan, Student Handbook (could be sent electronically), Medical Form and yearly academic calendar.

- All the above-mentioned forms should be filled in by every parent/guardian during enrolment.
- The Medical Form should be completed and revised when enrolling in school, to show students' medical conditions or illnesses or medications of which the school should be aware.
- It is important that parents fill in the important information concerning their children which includes emergency contact phone numbers, medical history, any special learning needs etc.
- In the event of any emergency the school holds the right to admit the student to the nearest hospital, in case the parents/guardians of the student cannot be contacted.
- School office should be notified of any changes that might affect the Admission Form.

## Transfers Among BFI Schools

- Concerned parents must submit a letter of transfer request to the school student currently attends.
- Students can be transferred after the approval of the Board of Directors.
- The new school principal will determine conditions of the transfer.
- If approved, parents still have to fill in the admission form and the medical form.
- Parents must be aware of the possible differences in the payment plans and fees among the schools.

## Student Information Confidentiality

The following areas of information concerning the student may be released when SKT International School (CITY CAMPUS) administration considers it necessary.

- Name
- Photographs
- Previous school records
- Address
- Years of attendance
- Telephone numbers
- Enrolment status
- Date & place of birth
- Achievements in school, local, grade level national or international competitions

## Registration Renewal

Registration will be conducted on a first-come-first-serve basis.

- Every year details of the registration process will be announced to the parents before the early registration period.
- There will be special discounts during the early registration period.
- Registrations will be conducted on a first-come, first-serve basis.

**Early Registration Period starts in February and ends at the end of March. Discount rates will cover only tuition fees and different rates will be applied in April and May.**

**Important: Parents are strongly advised to plan ahead and make payments during the registration period.**

## Terminating enrolment

Once a student has terminated his or her enrollment, that student's place will be taken by a new enrollment. If the student wants to return to SKT International School (CITY CAMPUS) that student will be treated as a new applicant, and must go through the new admission process mentioned above. Before terminating the enrolment, students need to submit the following to the Office/Library:

- Textbooks, library books and other materials
- ID cards and locker keys (if applicable)
- Any fees that haven't been paid (includes tuition fees, library fees, damages)
- Students who do not meet the above conditions will not be issued any school documents.

## Students with identified need for learning support

Our student population includes students with diverse indications and conditions, these conditions define the candidates with learning support requirements in our school context.

These can include:

- Mild to moderate\* learning difficulties
- social, emotional and behavioural differences
- mild to moderate visual/aural impairments

- high ability
- Communication and /or language disorders
- Second language barriers

**\*Mild to moderate learning differences can be defined as those differences that can be supported within the learning support structures at SKT.**

Admissions decisions are based upon review of the student admissions documents, including the SKT admissions forms, an IEP, all psycho-educational assessments and other related documents. Admissions decisions for students with learning differences are made by the school principal in consultation with concerned programme coordinators and school learning support counselor.

Upon admission/registration a student's legal guardian must report any diagnosed need for learning support. Failure to report a need for learning support on the registration form may result in de-registration from the school.

Documents and reports should also be made available to the school at this time. In many cases the programme coordinator has a duty to consult with the IB up to 18 months before external examination. The annual re-registration of a student's contract is dependent upon the review of the student's progress and the school's ability to meet the student's needs.

Please refer to our learning diversity and inclusion policy 2023-2026 for further information on how our teachers support students with learning needs and to acquaint yourself with the philosophy followed at SKT with respect to learning diversity and inclusion.

## Admissions Criteria for Pre-Nursery to Year 1

Children applying for Nursery, Pre-KG, Year 1 places are not required to have any prior knowledge of English.

Ages at Entry:

All children will be placed in the year group only according to their age, this applies to all subjects:

Age before 1 <sup>st</sup> June	Year	Stage
2	Pre-Nursery	Early Years – Development Matters
3	Nursery	IB PYP
4	Pre-KG	IB PYP
5	KG/Year 1	IB PYP

SKT strictly adheres to the 1<sup>st</sup> June entrance date which aligns student learning outcomes with progress tests based on developmental age of the child. Differentiated teaching caters for differences in needs and abilities; the most able children are challenged, while children needing support or more time are cared for and encouraged to fulfil their potential. We strongly believe that it is important for children to be with peers at a similar stage in social maturity, and experience and educational research tells us that changes made early on may have negative consequences later. For these reasons, we adhere to the policy of keeping children within their correct age band. **Exceptions are rare and can only be made when it will benefit the student up to and including a cut-off date of 31st August at the discretion of both the Head of School and KG Supervisor.**

### Important Considerations:

Academic Placement Test: All new students will be required to complete a placement test to assess their current academic level. This will determine the most appropriate grade level (Nursery, Pre-KG, KG/Year 1) for the student.

The skills that students **are expected** to have for each age level are the following:

Nursery	Pre-KG	KG/Year 1
<ul style="list-style-type: none"><li>• Ability to communicate in their mother tongue</li><li>• Can hold and play with toys</li><li>• Can names and match items</li><li>• Is able to focus attention for 5-10 minutes</li><li>• Can makes and maintain eye contact</li><li>• Toilet trained/ communicates the need to use the restroom.</li><li>• Ability to hold a spoon and eat independently.</li></ul>	<p>Child is able to:</p> <ul style="list-style-type: none"><li>• Communicate effectively in their mother tongue</li><li>• Hold and use toys and write tools well; make attempts to write some letters</li><li>• Walk and jump with good coordination</li><li>• Name and match items</li><li>• Recognize some letters and keywords</li><li>• Know numbers 1-10</li><li>• Identify similarities and differences between objects</li><li>• Maintain attention for 5-10 minutes</li><li>• Make and maintains eye contact</li><li>• Manage toileting independently/ communicate the need to use the restroom</li><li>• Hold a spoon and eat independently</li></ul>	<p>Child is able to:</p> <ul style="list-style-type: none"><li>• Have basic English communication skills</li><li>• Recognize letters, letter sounds, keywords</li><li>• Walk and jump with good coordination</li><li>• Name and match items</li><li>• Know numbers 1-30</li><li>• Perform simple addition and subtraction</li><li>• Identify similarities and differences between objects</li><li>• Write some letters and short sentences</li><li>• Maintain attention for 5-15 minutes</li><li>• Play well in a group and understand sharing process and taking turns</li><li>• Manage toileting independently</li><li>• Eat independently</li></ul>

Language Proficiency: Prior knowledge of English is not required for Nursery and Pre-KG.

## Admissions Criteria for Year 2 to Year 11

Decisions regarding assessments are generally made by the pedagogical leadership and admissions team which comprises admission counsellor, Deputy Head of Schools from respective department, an English teacher and learning support counsellor in consultation with the Head of School. However, the final authority rests with the Head of School.

Every student seeking admission to the school undergoes an assessment in English, Math and Science.

**Year 2 to Year 9** IPT English admission tests are used which test the students' English ability on three domains- reading, writing, and oral. If the student scores a beginner (A1 and A2 levels as per Common European Framework of Reference for Languages) or low intermediate level (B1 level) on the IPT test he/she is admitted to the ESL classes. Students who are at an intermediate, low advanced and advanced level join the mainstream English classes.

In addition to English assessment, the student also undergoes an examination in Math and Science (Cambridge checkpoint/Cambridge progression test paper) and a minimum of 50% is required in Math and Science to secure an admission in the mainstream classes. In the event, if the student scores less than 50%, the student is admitted to mainstream classes, but put on additional support in Math and Science in the form of extra one on one lessons and differentiated instructions in the classroom.

**Year 10** A candidate seeking admission to Year 10 will write a Cambridge checkpoint examination in English, Math and Science and undergo checkpoint oral examination in English. If the candidate scores less than 50% marks he/she is admitted to the ESL secondary classes. Students scoring more than 50% marks join the mainstream English classes. A

minimum of 50% is required in Math and Science to secure an admission in the mainstream classes. In the event, if the student scores less than 50% in Math or Science, the student is admitted to mainstream classes, but put on additional support in Math and Science in the form of extra one on one lessons and differentiated instructions in the classroom. The school is unable to accept candidates with absolutely no knowledge of the English language.

**Year 11** A candidate seeking admission to these grades will write an internally prepared school examination paper in English, Math and Science and undergo an oral examination in English. If the candidate scores less than 50% marks he/she is admitted to the ESL secondary classes. Candidates scoring more than 50% marks join the mainstream English classes. A minimum of 50% is required in Math and Science to secure an admission in the mainstream classes. In the event, if the student scores less than 50% in Math or Science, the student is admitted to mainstream classes, but put on additional support in Math and Science in the form of extra one on one lessons and differentiated instructions in the classroom. The school is unable to accept candidates with absolutely no knowledge of the English language.

## Admissions Criteria for Year 12 (IB Diploma Program)

- All candidates (internal students from the school as well as external candidates) applying to Year 12 will be required to submit certificates of IGCSE results or similar qualifications at a Grade 10 level or undertake an IBDP admissions test.
- In addition to this, the student undergoes an interview with the Diploma Programme Coordinator (DPC)/subject teacher to assess his prior learning experience about the additional language and also to discern the student's attitude and commitment to learning. If needed a student might be given a speaking/written test in the additional language to determine his accurate placement in Group 1 and Group 2. The detailed subject selection criteria in IBDP can be found in the [IBDP Student's Handbook](#).
- If a candidate holds an IGCSE or a similar qualification, a minimum grading of A, A\*, and B in core subjects- English, Mathematics and any one Science subject is required to be eligible for direct entry (no admissions test) to the IBDP. The grading can be in any order for these subjects.
- If the grading in the three core subjects is not A, A\* and a B student will be asked to undergo an admission test in either one of the core subjects where the grading is below the required level or all of the three core subjects if the grades of the students are below the required level.
- If a student doesn't hold a recognised qualification at Grade 10 or Year level 11, the student will be asked to undergo a written test in the three core subjects.

### Admission test qualifying conditions and other conditions for entry to IBDP

Subject	Admission test minimum qualifying condition for entry to IBDP	Option if admission test minimum qualifying requirement is not met.
English A	Vocabulary knowledge at 10,000 word families is the benchmark for English A. An interview with either the DPC or subject teacher may be needed to identify reading habits, reading experience and reading fluency in English A.	Study English B, which means the student chooses Self-Taught Literature* from Group 1.
Mathematics	Minimum score of 60% to study Mathematics at SL and 80% to study	Conditional entry to IBDP

	Mathematics at HL.	
Sciences(Physics, Chemistry, Biology)	Minimum score of 60% to study respective Science at SL and 80% to study at HL.	Conditional entry to IBDP

(\* if the language student is fluent in, is available in the self-taught literature course)

- Age requirement: Students must be at least 16 years old at the time of enrolment to Year 12. Students must not be older than 19 years at the time of admission to Year 12.
- Students should have completed their IGCSE or equivalent qualifications, usually including a range of subjects.
- If a candidate has two years of IGCSE or equivalent in an additional language, it should be understood that based on an oral interview with the IB Group 2 teacher, the student might be required to enroll in Language B. This also applies to heritage speakers of an additional language who are also literate in the target language through homeschooling or outside tuition.
- A final interview after the admission test is conducted by the IB Diploma Coordinator to assess the student's suitability for the program and their commitment to academic excellence.

### Conditional entry to the DP

A candidate who does not meet the qualifying conditions of the SKT admissions test shall be offered a six-month conditional access to the IB Diploma programme.

At the beginning of the conditional access to DP students and parents sign a Learning Contract (See Appendix 1) with the IBDP Coordinator.

Progress of the student is reviewed after 3 months and 6 months through classroom observations and a variety of classroom assessments.

At the end of 6 months, if the student is able to achieve for each of their SL subject, a score of minimum 3, and for each of the HL subjects a score of 4 and demonstrates a positive approach to learning during probation, they will be offered a confirmatory place in the IBDP, else the student switches to IB Certificate route.

### Admitting students with learning difficulties

SKT admits the students with mild to moderate learning difficulties to the IBDP as long as they can achieve the learning objectives and assessment criteria at a minimum of passing level (3 for Standard Level and 4 for Higher Level) in each of the subjects of study during the two years of IBDP.

SKT also takes into account whether it is feasible with the available resources at SKT to implement the access arrangement.

When screening students with mild to moderate learning difficulties for the International Baccalaureate (IB) Diploma Program, it is important to ensure that they have the necessary support and accommodations to succeed in this rigorous academic program. Here are some steps that SKT may take to screen and support students with learning difficulties:

- Identify students with learning difficulties: The first step is to identify students who may require additional support, such as those with a diagnosed learning disability or those who have previously received accommodations. If the learning difficulty is already diagnosed, parents must submit all the necessary documentation to school beforehand.
- Conduct assessments: SKT may conduct assessments to determine the student's strengths, weaknesses, and learning needs. These assessments may include academic tests, cognitive



assessments, and interviews with the student and their parents, past teachers etc. to collect evidence about what works to remove barriers to learning.

- Develop an Individual Education Plan (IEP) to offer conditional access to the program: Based on the assessment results, SKT may work with the student, their parents, and other professionals to develop an IEP that outlines the student's individualized learning goals, accommodations, and support needed. This IEP is implemented in day to day teaching and learning activities in the classroom and evidence is gathered to review whether the student will be successful in meeting the learning goals and assessment criteria of the program of study or not. If the student after 3 months and 6 months shows that he/she can achieve the minimum grades with access and inclusion arrangements, he/she can continue his journey towards the two years of the DP.
- Provide appropriate accommodations: SKT should provide appropriate accommodations for students with learning difficulties, please refer to access and inclusion policy for full details.
- Monitor progress and adjust support as needed: SKT should regularly monitor the student's progress through their IEPs and adjust their support as needed. This may include providing additional tutoring, modifying the IEP, or involving other professionals.
- Please refer to the Appendix 2 for full information on the decision pathway for admitting students with mild to moderate learning difficulties.
- Even after many access accommodations, if the student is unable to access the full Diploma Program, parents will be contacted to change the course to a certificate route.

It is important to note that the IB Diploma Program is a rigorous academic program, and students with learning difficulties may face additional challenges. However, with appropriate support and accommodations, many students with mild to moderate learning difficulties can succeed in the program and go on to pursue further education and career opportunities.

### **Admitting students who need additional support in English**

Students should be able to understand and use a range of vocabulary, express themselves clearly in both spoken and written English, and comprehend complex texts, as the program is taught in English. SKT conducts a vocabulary test for all of its applicants to the DP and a minimum requirement to continue studying the English language A course from Group 1 is 10000 word families. In case student's score is less than 10,000 word families, additional support is available to support this student access the Diploma Program:

- Student studies Eng B instead of Eng A, this will imply that a student selects a language other than English from Group 1. Further details can be found in our language policy.
- Additional English language classes to help students improve their language skills. These classes may focus on reading, writing, speaking, and listening skills, as well as academic vocabulary and grammar.
- Teachers may provide language support in subject classes by using simplified language, providing additional explanations, and checking for understanding.
- SKT may provide one-on-one support to help students improve their language skills, or parents may hire a tutor to improve their children's English level.

### **Transferring from other IBDP schools**

A student who is considering transferring to SKT's IBDP or Course program from another IB school midway through two years will have to submit all the necessary documentation as stated in Appendix 3. Student should be studying the same subjects offered at SKT or such subjects who can be supported with Pamoja courses; a case by case decision is made based on the following criteria:

- Students' subjects of study.

- Student's minimum scores should be 3 at all SL subjects and 4 at all HL subjects
- Progress in TOK, CAS and EE should be at least on track as per the judgment of SKT's IB Coordinator.
- Students should demonstrate a positive attitude to learning and have a commitment towards catching up any missed work due to transfer of schools.
- DP Coordinator arrives at the final decision after assessing various other criteria such as assessment components completed by the student vs pending, syllabus/practical completion in various subjects, time of the year at the time of transfer etc. In certain cases, students might be asked to attend extra classes or have a customized goal setting to help him with the transition.

## **Review of the policy**

The review of this policy is due after three years in May 2026 collaboratively with the Head of School, Deputy Head of School (Academic), PYP Coordinator, , DP Coordinator, IB PYP and DP Teachers, admissions office, learning support officers and other relevant stakeholders if any.

## **Appendix 1 Learning Contract at SKT for IB Students**

This is to certify that, I have read the IBDP students and parents' handbook 2023-2024 and I agree to/will comply with:

- I am fully aware of the rigorous nature of the programme, its assessment requirements.
- I will meet all academic and assessment deadlines, along with homework requirements.
- I am aware that I need to maintain a grade level 4 in all subjects and passing grade in TOK, EE to progress to Year 13. The school has a right to register me as a course candidate in case this condition is not fulfilled.
- I will comply with the Academic Honesty policy and ICT acceptable use policy
- I will not engage in malpractice, plagiarism, collusion or any other form of plagiarism.
- Where appropriate subject or level is not available at SKT, parents may need to pay the cost of tutoring or of an online course.
- I will fulfil all the attendance requirements. Any leave for more than two days needs to be approved by my DPC.
- I /Parent will pay the additional fees required for technology platforms.
- I will always comply with all other policies and procedures of the school.

Student's Name \_\_\_\_\_

Signature & Date: \_\_\_\_\_

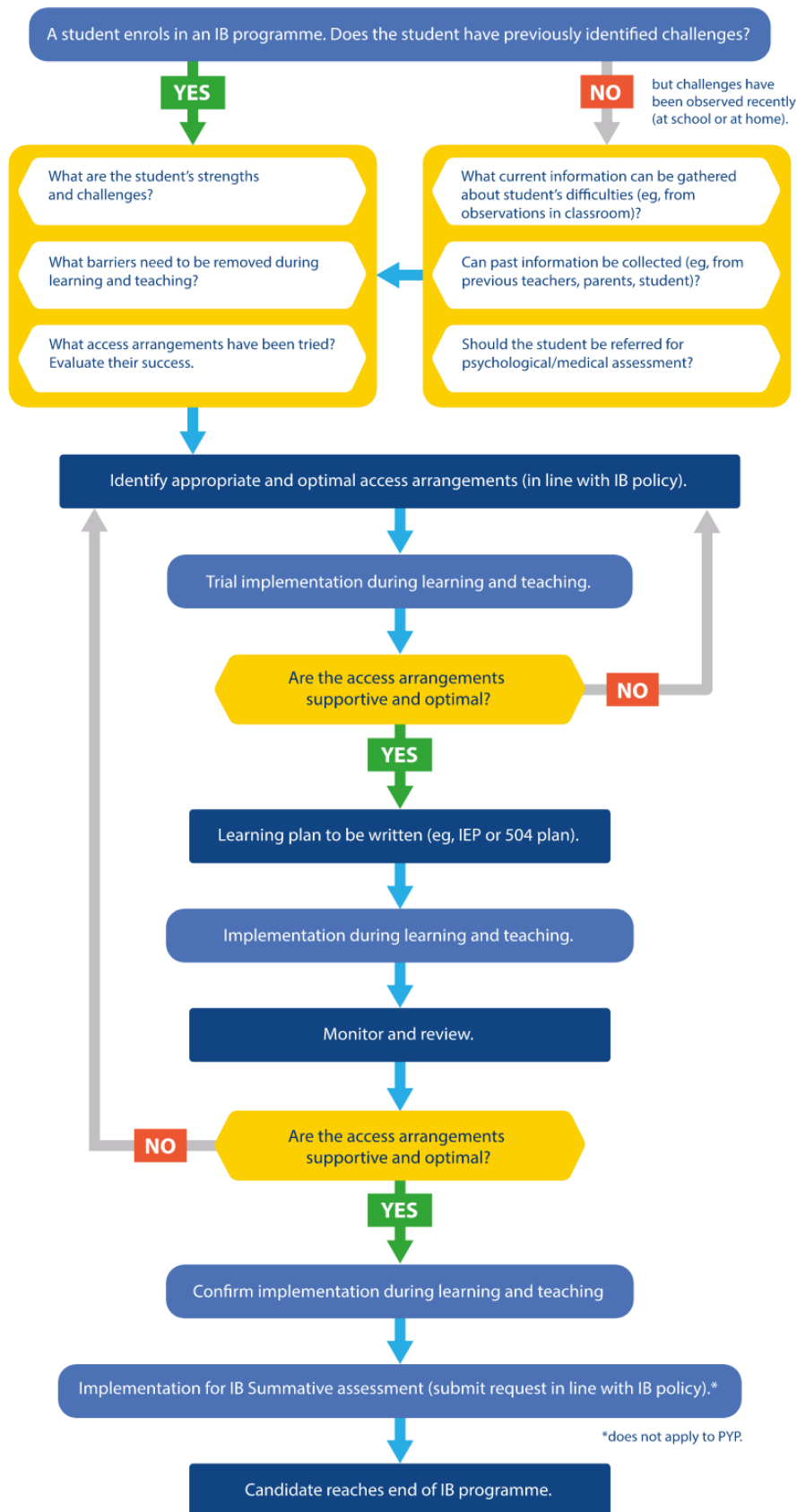
Parent's Name \_\_\_\_\_

Signature & Date: \_\_\_\_\_

## Appendix 2

(International Baccalaureate Organisation, 2022)

### Inclusive access arrangements: Decision pathway



## Appendix 3

Documents to be submitted by students transferring from other IB school

### IB Diploma/Course Transfer Candidate Information

#### School Transferring from:

Does your school use ManageBac?      YES      NO

Student Name: \_\_\_\_\_

Category:      Full DP

Date of Transfer:

	Group 1 (English Lang & Lit or Lit?)	Group 2	Group 3	Group 4	Group 5	Group 6 or 2 <sup>nd</sup> from Group 1-4
Subject						
Level						
Syllabus Covered (include subject guide references where possible)						
Textbook/Texts Used						
Details of IA's and EA's completed						
Comments (optional)						
Teacher Contact Details						

#### Creativity, Action, Service –

Component	Activities	Learning Outcomes Covered
Creativity		
Action		
Service		

#### Extended Essay

Subject:

Research Question:

Progress to Date:

Advisor Contact Details:

#### Theory of Knowledge:

Topics Covered –

Textbook Used:

Coursework Completed:

IBDP Coordinator Contact Details:

## **Bibliography**

International Baccalaureate Organisation. (updated Nov, 2022). *Access and Inclusion Policy*.