

THE FALCON SCHOOL



Admissions Policy

Middle Years Programme & Diploma Programme

Academic Year 2026–2027

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This Admissions Policy will be reviewed periodically to ensure its relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.

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Introduction

The Falcon School is committed to creating an adaptive environment that is academically stimulating and supportive. As an international school with English as its teaching medium, we value multilingualism and encourage international-mindedness.

The school accepts students based on an holistic assessment of their academic capacity and learning potential. In the case of students with learning support needs, formal assessments are integrated with the guidelines defined in the school's Inclusion Policy to reduce barriers to learning.

Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Learner Profile

The IB Learner Profile represents a broad range of attributes that support students in becoming responsible members of local, national and global communities. The Falcon School seeks to develop students who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The admissions process reflects these values by considering each applicant as an individual and recognising their prior learning, potential, personal development, language background and individual learning needs.

1. Purpose

The purpose of this Admissions Policy is to establish a fair, transparent and consistent framework governing admission to the Middle Years Programme (MYP) and Diploma Programme (DP) at The Falcon School. The policy aims to ensure that admissions decisions reflect the school's commitment to inclusion, recognise the individual circumstances and potential of each applicant, and support appropriate placement in a programme in which the student has a reasonable opportunity to succeed.

2. General Principles

The Falcon School's admissions process is guided by the following principles:

Academic readiness and potential: Admissions decisions consider each student's prior learning, academic readiness and potential to access and benefit from an inquiry-based, conceptually driven curriculum. Admissions assessments are used to identify a student's

current level of attainment and learning needs and to help determine appropriate placement and support.

Inclusivity and diversity: In alignment with the school's Inclusion Policy and the principles of an IB education, The Falcon School values diversity and seeks to provide equitable access to learning. The Falcon School welcomes applications from students of all nationalities and backgrounds. Admission decisions are made without discrimination on the basis of nationality, race, ethnicity, religion, gender or family background. Students are considered individually, taking into account their educational background, strengths and learning needs, as well as the school's ability to provide an appropriate educational programme and the support required for successful participation in the programme.

Language and multilingualism: The Falcon School recognises multilingualism as an important element of international-mindedness. As English is the language of instruction, applicants' English-language proficiency is assessed to determine their ability to access the curriculum and to identify any additional English as an Additional Language (EAL) support that may be required. English-language proficiency is considered in relation to the student's age and stage of education and is not used solely as an exclusionary criterion.

Individual consideration: Admissions decisions are based on a holistic review of each applicant. No single assessment result is considered in isolation; previous academic records, admissions assessments, language proficiency, learning needs and other relevant educational information are considered together when determining admission and appropriate placement.

Student success and wellbeing: Admissions decisions aim to ensure that students are placed in an educational programme in which they have a reasonable opportunity to progress academically, participate meaningfully and experience success. Where appropriate, the school may recommend additional support, conditions of admission or an alternative year-group placement in the student's educational best interests.

Policy Statement

"IB programmes are open to any student who can benefit from them, and schools should design their admission policies to be as inclusive as possible while ensuring students are set up for success."

— (Adapted from International Baccalaureate Organization, 2015)

2.1 Admissions Process

The Falcon School aims to ensure that the admissions process is fair, transparent and consistent, while taking into consideration the individual needs and circumstances of each applicant.

The admissions process normally consists of the following stages:

1. **Application:** Parents or guardians submit a completed application for admission to the school.
2. **Documentation:** Relevant documentation is provided, including previous school reports and academic records, together with any educational, psychological or learning-support assessments relevant to the student's educational needs.
3. **Assessment:** Applicants complete the school's required admissions assessments, appropriate to their age and proposed year group. These may include assessments in English and Mathematics.
4. **Interview:** Where appropriate, the student and/or parents may be invited to meet with a member of the Senior Leadership Team or the relevant Programme Coordinator.
5. **Review of Learning and Language Needs:** Where additional language or learning needs have been identified, the school will consider the level of support required and whether it can reasonably provide the appropriate support for the student to access the programme successfully.
6. **Admissions Decision:** Following consideration of all available information, the school may offer admission, offer admission subject to specified conditions, place the applicant on a waiting list, or decline the application.
7. **Registration:** Where a place is offered and accepted, admission is confirmed following completion of the school's registration requirements.

Completion of the admissions process, including successful performance in an admissions assessment, does not automatically guarantee a place at The Falcon School. Admission is subject to the availability of places in the appropriate year group and the school's ability to provide an educational programme and level of support appropriate to the student's needs.

All final admissions decisions rest with the Senior Leadership Team.

2.2 Middle Years Programme (MYP) intake criteria

The Middle Years Programme operates as an inclusive learning framework. The admissions process considers the student's prior learning, academic readiness, language proficiency and potential to access and benefit from an inquiry-based, conceptually driven curriculum.

School records: Submission of school reports or academic records covering, where available, the previous two completed academic terms.

Internal diagnostic screenings: Students take diagnostic tests in Mathematics and English Language. These evaluate literacy and logical processing skills.

Linguistic adaptability: As English is the language of instruction at The Falcon School, applicants are expected to demonstrate a level of English proficiency appropriate to their age and stage of education.

Students entering the earlier years of the MYP may be admitted with developing English proficiency, provided that the school considers that they will be able to access the curriculum with appropriate English as an Additional Language (EAL) support. Where required, participation in EAL support may be a condition of admission.

Students applying to the later years of the MYP are expected to demonstrate a progressively stronger command of English. Students entering MYP5 must demonstrate sufficient English proficiency to access the curriculum, complete required coursework and prepare successfully for MYP eAssessment.

English-language proficiency is considered alongside the student's overall academic profile, learning potential and the level of language support that the school can provide.

Admissions interview: Where appropriate, a discussion with a senior member of the MYP team may take place to gain a better understanding of the student's educational background, interests, motivation, learning needs and readiness to engage with the MYP.

2.3 Diploma Programme (DP) intake criteria

As a rigorous, pre-university programme, the DP requires students to demonstrate the academic readiness, commitment and skills necessary to engage successfully with a challenging programme of study.:

Academic prerequisites: Applicants to the Diploma Programme must provide verifiable evidence of their previous academic achievement, such as IGCSE results, MYP results or equivalent national or international qualifications. The student's overall academic profile will be considered when determining their readiness to undertake the Diploma Programme.

Entry to individual Higher Level (HL) subjects may be subject to minimum prior attainment requirements determined by the relevant subject department. Consideration will be given to the students' previous academic performance, subject knowledge and demonstrated ability to meet the demands of the proposed course. Any subject-specific entry requirements will be communicated to students and parents before final DP subject selections are confirmed.

Admission to the Diploma Programme does not automatically guarantee entry to every requested subject or Higher-Level combination. Final subject choices are subject to the student's academic readiness, previous subject experience where relevant, the suitability of the proposed programme of study, timetable feasibility, class capacity and the availability of subjects offered by the school.

Where a requested subject or level is considered unsuitable, the school will work with the students and parents to identify an appropriate alternative programme of study.

Pre-course screening: Additional diagnostic assessments, oral or written, may be required where previous qualifications do not provide sufficient evidence of the student's readiness for a particular DP subject or level.

Command of academic English: As English is the language of instruction at The Falcon School, students entering the Diploma Programme are expected to demonstrate a level of academic English sufficient to access the demands of the programme.

Applicants should be able to comprehend complex academic texts, communicate ideas clearly in both written and spoken English, and construct reasoned arguments. This is particularly important for the requirements of Theory of Knowledge (TOK), the Extended Essay (EE), internal assessments and externally assessed examinations.

Where an applicant's English proficiency requires further development, admission may be conditional upon participation in additional English as an Additional Language (EAL) support. However, students must demonstrate sufficient proficiency at the point of admission for the school to be confident that they can successfully access the Diploma Programme.

Confidential academic references: Recommendation letters from previous schools are expected to refer to high levels of self-management, personal honesty, and academic honesty.

Course selection interview: A review with a senior member of the DP team takes place to explore course selection, balance between standard and higher levels, and the applicant's overall suitability for the DP.

3. Year-Group Placement and Promotion

Year-group placement: The Falcon School determines the appropriate year-group placement for each student. Placement is based on a holistic consideration of the student's age, previous educational experience, academic records, admissions assessment results, English-language proficiency and any other relevant educational information.

As students may join The Falcon School from different national and international education systems, placement is not determined solely by the year or grade previously attended. Where differences in curriculum, age expectations or previous educational experience exist, the school reserves the right to recommend placement in a different year group where this is considered to be in the student's educational best interests.

In some cases, additional assessment, previous school documentation or consultation with the student and parents or guardians may be required before a final placement decision is made.

Promotion to the next year group: Admission to a particular year group does not automatically guarantee promotion to the following year. Once enrolled, students are

subject to The Falcon School's established academic, assessment, attendance and promotion requirements.

Where a student does not meet the requirements for promotion, the school may require the student to repeat the year or, where appropriate, complete reassessment or resit examinations in accordance with school policy.

Successful completion of any required reassessment or resit examinations may be a condition of progression to next year's group.

All decisions regarding year-group placement and promotion are made by the school with the aim of ensuring that students are placed in a programme in which they have a reasonable opportunity to access the curriculum, progress successfully and meet the academic expectations of the programme.

4. Late Entry

Applications for admission after the beginning of the academic year will be considered on an individual basis. In determining whether late admission is appropriate, the school will consider the student's previous educational experience, academic record, English-language proficiency, curriculum coverage and ability to successfully integrate into the programme.

Late entry to **MYP5** will be considered carefully due to the academic and assessment requirements of the final year of the Middle Years Programme. Admission will only be offered where the school is satisfied that the student has sufficient prior learning and time to complete the required curriculum and assessment components, including preparation for MYP eAssessment where applicable.

Due to the sequential and academically demanding nature of the **Diploma Programme**, admission after the programme has commenced may be restricted. Late admission will only be considered where the student's previous programme of study is sufficiently compatible with The Falcon School's DP curriculum and subject offerings, and where the school is satisfied that the student can meet all programme, subject and assessment requirements within the remaining time.

Late admission to either MYP5 or the Diploma Programme is not guaranteed and remains subject to subject availability, timetable feasibility, class capacity and the school's ability to provide an appropriate programme of study.

5. Admissions Outcomes

Following completion of the admissions process and consideration of all relevant information, the school may make one of the following decisions:

- **Unconditional admission:** A place is offered without additional academic or support conditions.
- **Conditional admission:** A place is offered subject to specified conditions. These may include additional academic support, English as an Additional Language (EAL)

provision, learning support, or other requirements considered necessary to support the student's successful participation in the programme.

- **Waiting list:** Where the student meets the requirements for admission but a place is not currently available, the applicant may be placed on a waiting list. Placement on a waiting list does not guarantee future admission.
- **Deferred decision:** The school may defer an admissions decision where further information, documentation, assessment or professional evaluation is required before an informed decision can be made.
- **Unsuccessful application:** Admission may not be offered where the school determines that the student does not currently meet the requirements of the programme, where the school is unable to provide an appropriate educational programme or level of support, or where no suitable place is available.

All admissions decisions are made in the best educational interests of the student and with consideration of the school's ability to provide an appropriate programme of study.

6. Review of Admissions Decisions

Parents or guardians who wish to request a review of an admissions decision may do so in writing to the Head of School within ten working days of receiving the decision.

A review will consider whether the admissions procedure was correctly followed, whether all relevant information available at the time of the decision was appropriately considered, and whether the decision was consistent with the school's Admissions and Inclusion Policies.

The review is not a reassessment of the student's admissions tests and does not guarantee that the original decision will be changed. Following consideration of the request, the Head of School will communicate the outcome to the parents or guardians in writing.

The outcome of the review will be final.

7. Responsibilities

Admissions decisions are never isolated events; they are the result of informed discussion and assessment:

Senior Leadership Team (SLT): The SLT retains final institutional authority for making decisions regarding admission to the Middle Years and Diploma Programmes at the Falcon School.

Programme Coordinators: As members of the SLT, coordinators are responsible for examining course combinations, verifying transcripts and qualifications, and advising on the viability of student option choices.

Learning Support Centre (LSC): In accordance with the school's Inclusion Policy, where an applicant has identified special educational or additional learning needs, the Learning Support Centre (LSC) takes an active role in the admissions process. Relevant educational and diagnostic information is reviewed to determine the nature and level of support

required and whether the school can reasonably provide the resources, specialist support and access arrangements necessary for the student to access and participate successfully in the programme.

Where appropriate, the LSC will also advise on inclusive access arrangements required during the admissions assessment process.

Parents and Guardians: Parents and guardians are responsible for providing complete and accurate educational records and disclosing any information relevant to the student's learning, language or support needs. They are expected to cooperate with the school throughout the admissions process and, following admission, to support the student's participation in the relevant IB programme.

Students: Applicants are expected to participate honestly and appropriately in the admissions process. Following admission, students are expected to engage positively with their learning and uphold the expectations set out in the school's relevant policies, including those relating to academic honesty, behaviour and the principles of an IB education.

8.Related Policies and IB Documents

This Admissions Policy should be read in conjunction with the following school policies and relevant International Baccalaureate (IB) publications.

The Falcon School Policies

- Inclusion Policy
- Language Policy
- Assessment Policy
- Academic Honesty Policy
- Student Handbook

International Baccalaureate Documents

- *Programme Standards and Practices*
- *Middle Years Programme: From Principles into Practice*
- *Diploma Programme: From Principles into Practice*
- *Access and Inclusion Policy*
- *Academic Honesty Policy*
- *Current MYP Assessment Procedures*
- *Current Diploma Programme Assessment Procedures*

The most recent versions of all relevant International Baccalaureate publications should be consulted where applicable.

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