



Sousse International School

Inspiring students through positive education

Admissions Policy 2024-2025

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Sousse International School – Primary

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1. Aims

At Sousse International School, we aim to provide a warm, inclusive, and nurturing environment for children aged 4 to 11, covering the Early Years Foundation Stage (EYFS) and Primary School. Our admissions process is designed to ensure that we identify children who will thrive within our balanced and well-rounded curriculum. This policy sets out our approach to admitting pupils and aims to ensure that the process is clear, transparent, fair, and consistent for all applicants. It also serves to identify students whose academic, social, and personal development needs align with the ethos and values of our school.

We believe that all children should be given the opportunity to succeed and be supported in doing so. Therefore, our admissions process is intended to be inclusive while ensuring that we can meet the educational and developmental needs of each child. Through this process, we seek to foster a strong partnership with parents and guardians who are equally committed to the educational journey of their children.

2. Authority and Final Decisions

The admissions process is overseen and administered by the School Management. The Management retains full discretion over all admissions decisions. While we consider all applications carefully and thoroughly, the School is under no obligation to provide reasons for the rejection of any application. All decisions made are final.

3. Age of Admission and Year of Placement

Children are admitted into our school according to their chronological age and are placed in the year group that corresponds with their age as of 1st September. In exceptional circumstances, and where it serves the best interest of the child, placement may be adjusted to align with their most recently completed academic year. For children entering EYFS, this generally begins at age 4, with the expectation that they will progress into Year 1 the following year, provided they meet the developmental milestones appropriate for their age.

4. Admissions Procedure

Our admissions procedure is divided into four key stages: Application, Assessment, Acceptance and Registration, and Final Confirmation. The journey begins when a parent or guardian expresses interest in enrolling their child, either through our website or by

visiting the school in person. They will then be directed to complete our online Admissions Application Form.

Once an application has been submitted, our Admissions Office will respond within two working days. At this stage, an email will be sent requesting the necessary documentation. To ensure clarity, our admissions team will also make a same-day phone call to explain the process and confirm receipt of the application.

If the requested documents are not received promptly, our staff will make follow-up calls every five days, up to a maximum of three attempts. This allows us to maintain active communication while respecting the time parents may need to gather the necessary paperwork.

Upon receiving the complete set of documents, we aim to schedule an assessment within three working days. The assessment process is tailored to each child's age and developmental stage. For EYFS children, this may involve play-based observations and informal interactions, while older children in Primary may undertake a baseline academic assessment.

After the assessment, parents will be informed of the outcome on the same day. If the child is offered a place, a formal acceptance email will be sent. If the child does not meet the criteria at that time, parents will also be notified accordingly. For children accepted into the school, an invoice will be issued within three days of the assessment. If payment is not received within five days, a reminder phone call will be made.

5. Documentation Required

To complete the application process, families are required to submit a full set of documents. This includes a completed Admissions Application Form, copies of the child's birth certificate and passport, and copies of both parents' passports. Additionally, the child's vaccination and immunisation record, a health record issued by local health authorities, and previous nursery or school reports must be provided. In cases where the child has a known medical or psychological condition or has been identified as having special educational needs (SENd), all relevant reports must also be submitted.

6. Assessments and Observations

All children applying to Sousse International School will undergo an assessment to determine their readiness for the curriculum. For younger children, particularly those in EYFS, these assessments are conducted in a relaxed and informal setting, where staff observe the child's communication, social skills, and general development. For Primary-aged children, assessments are more structured and focus on literacy, numeracy, and cognitive ability.

Additionally, parents will be asked to discuss their child's educational background and any concerns during the admissions process. Where required, diagnostic or English language assessments may be conducted. These are used to evaluate whether the school can meet the child's learning needs and if any support is required to help them integrate successfully into the classroom. *Refer to SISP Learning Outcomes and Assessment Policy 2024-2025.*

7. English Language Proficiency

As the language of instruction at Sousse International School is English, we assess each child's ability to access the curriculum in English. For children entering EYFS and early Primary, limited English proficiency is not a barrier, provided the child demonstrates potential to develop language skills with support. For older children, particularly in upper Primary years, greater proficiency in English may be necessary.

Where English is an additional language, children may undergo further assessment to determine their level of support. In cases where language needs are substantial and may hinder access to the curriculum, the school reserves the right to refuse admission.

8. Special Educational Needs and Disabilities (SEND)

Sousse International School is committed to inclusion and welcomes children with a range of learning needs, provided that we can adequately support their development. We expect full disclosure from parents regarding any identified special educational needs or disabilities prior to assessment. Our capacity to support children with SEND depends on the nature of their needs and the resources available within the school.

If a child requires additional assistance, such as a shadow teacher, this must be arranged and funded by the parents. Any failure to disclose significant learning or behavioural difficulties during the admissions process may result in the withdrawal of the child's place at a later date.

9. Parent Interviews

Following the assessment, the Principal may request a meeting with the child's parents. This discussion serves multiple purposes: to review the child's assessment results, to understand the level of support needed at home, and to clarify expectations regarding parental involvement. It also provides an opportunity for parents to ask questions about the school environment, policies, and educational philosophy.

10. Availability of Places

Admission to Sousse International School is dependent on the availability of space within the appropriate year group. If a year group is full, the child's name will be added to the waiting list. Priority on the waiting list is given to siblings of currently enrolled students and children who meet all admissions criteria.

11. Final Confirmation and Induction

Once all stages are completed, the school will confirm the child's start date. Parents will receive an induction pack containing essential documents, including the school's Code of Conduct, Bullying and Harassment Policy, and the Parent Handbook. Information regarding uniforms, school transportation, daily routines, lunch options, and other relevant school procedures will also be provided at this stage.

12. Withdrawal Policy

Parents who wish to withdraw their child from the school must notify us in writing and complete the Withdrawal Form. Where a child has been enrolled for more than one month, the full term's fees are non-refundable. If the withdrawal occurs within the first month, the fees will be charged on a prorated basis.

13. School Fees

School fees cover most educational materials, textbooks, and participation in standard school activities. Additional charges may apply for extracurricular trips, after-school programmes provided by external vendors, examination fees for IGCSE or A-Level (where applicable), and one-on-one support such as shadow teachers. Initial registration and re-enrolment fees must be paid in full and are non-refundable.

14. Linked Documents

- Admissions Application Form
- Parent Handbook
- Code of Conduct and School Policies

15. Review and Monitoring

This Admissions Policy will be reviewed annually by the School Management to ensure that it remains aligned with the school's mission, values, and operational needs. The review process will consider feedback from staff, parents, and applicants, as well as any changes in legal or regulatory requirements.

Monitoring of the admissions process is carried out on an ongoing basis to ensure that procedures are implemented consistently and fairly. The school will maintain detailed records of each stage of the admissions process to support transparency and enable continuous improvement. Where necessary, updates or revisions to the policy will be communicated promptly to all stakeholders via the school website and parent communications.

The goal of this review and monitoring process is to ensure that the admissions policy remains inclusive, efficient, and responsive to the evolving needs of our community.

Policy Written by	Job Role:	Date Written:
Madeleine Denby	Deputy Head	20/04/2023

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