



SRV International School
(School Code: 060202)
Access/Admission Policy
(2022-2023)



 **Cambridge Assessment
International Education**
Cambridge International School



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IB Mission and Vision Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SRV International School Mission Statement

We at SRVIS inspire and challenge our students to achieve personal excellence, pursue a passion for learning, be responsible global citizens and take the initiative to make a positive difference in the world.

SRV International School Vision

Our international curriculum, holistic education and excellent academic assessments prepare our students for further studies around the world and position SRV International School as a well-recognized and sought after international school.

Our growing, energetic and enthusiastic international community of students, teachers and parents all would work together to provide a nurturing, inclusive learning environment. The learners will be equipped with the necessary knowledge, skills, beliefs and attitudes so that they would become world class peace-loving citizens

IB Learner Profile Attributes

The aim of all IB programmes is to create internationally minded people who strive for a better and more peaceful world. "**The Learner Profile**" lies at the core of IB, promoting child-centred and holistic learning. **SRVIS** sees the Learner Profile as the embodiment of the IB vision's learning outcomes. The ten qualities in the Learner Profile inspire teachers, students, and schools, defining "international-mindedness." **SRVIS** believes that embracing the IB Learner Profile fosters global citizenship and applies to the whole school community.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Overview and Purpose of the Document

The Admission Policy document offers transparency to parents, students, and school administration regarding the admission process and prerequisites. Additionally, it outlines subject availability and choice options. This collaborative working document is developed collectively by administrators, pedagogical leadership, and key educators. Its purpose is to guide parents, school administration, and students through admission practices. A comprehensive standard operating procedure for admissions is clearly presented and accessible to parents via the school website.

SRVIS Philosophy: Safety and respect for students and parents are paramount at SRVIS. The admission process upholds respect for prospective parents and students, irrespective of admission outcomes. The process prioritizes student safety and self-esteem, maintaining the confidentiality of personal information. SRVIS promotes equal opportunity and diversity, aiming to provide quality education to students from varied backgrounds, cultures, and socioeconomic statuses while fostering international-mindedness.

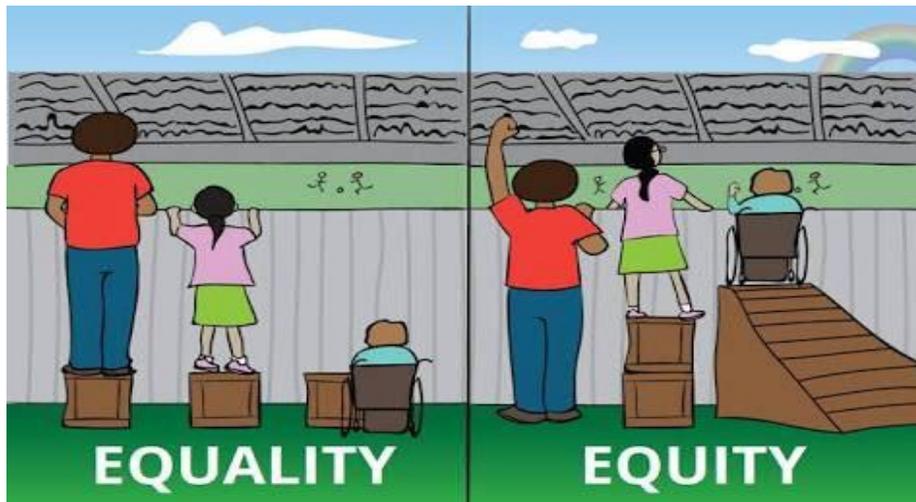


Image - <https://www.diffen.com/difference/Equality-vs-Equity>

Equality of opportunity and Diversity: The purpose of starting a school in Rasipuram is to provide an opportunity to avail quality education even in rural areas. SRVIS believes that all students have the opportunity to have an education. School opens admission to all students from diverse backgrounds and cultures, irrespective of nation, culture, caste, economic background, and parent literacy provided they meet the admission criteria.

Criteria and Standards for Admission

While admissions are open to all children, specific factors such as language proficiency, general ability, and exposure are considered to ensure the child's adaptation to the system.

Language Requirements: The medium of instruction is English, and all students are expected to communicate fluently in English through speaking, reading, and writing. In the Early Years, proficiency in the regional language Tamil/ Mother tongue/ English is mandatory.

Age Criteria

Grade	Age (yrs.) at the start of the academic year
Reception	2 ½ - 3 ½
Prep 1	3 ½ - 4 ½
Prep 2	4 ½ - 5 ½
Grade 1	5 ½ - 6 ½
Grade 2	6 ½ - 7 ½
Grade 3	7 ½ - 8 ½
Grade 4	8 ½ - 9 ½
Grade 5	9 ½ - 10 ½ and so on.....

Flexibility in age is considered based on students' capabilities and other relevant factors.

SRVIS Admission Policy

Class Proportion: Each classroom may accommodate a maximum of 25 students, following protocols for gender balance and learning readiness. The teacher-student ratio per class is 1:25 (1:12 for Early Years), while the overall school ratio is 1:10.

Mid-Term Admissions: Mid-term admissions are accepted for Early Years classes, while mid-term admissions for Primary are generally discouraged unless valid reasons are provided.

Admission Evaluation: All students undergo an admission evaluation. Early Years students engage in oral discussions, play-based assessments, and conversations with parents. Primary students are evaluated through written assessments in basic Mathematics and Language skills. A final interaction with the Vice President/ Head of School or Vision Holder concludes the admission process. Previous school

records also play a role in finalizing admission decisions. SRVIS agrees that students may not perform their best in one go at the time of admission. Considering their emotional, physical and intellectual status one more opportunity is provided if they cannot perform well on the first go.

Language Policy in Admission: English is the primary medium of instruction, with additional languages Tamil, Hindi and French. Proficiency in English, both spoken and written, is a requirement for all admissions. Language support is provided for students with diverse language backgrounds, ensuring inclusive education through differentiated instruction.

Special Educational Needs - Inclusion: The Special Education department addresses learning gaps in Languages and Mathematics, supporting students identified with such needs. Parents are expected to disclose learning difficulties, learning styles, and preferences, as this information informs tailored instruction and assessment. SRVIS's approach centres on differentiated learning and assessment, providing necessary support through the Special Education department.

Admission Process

Stage 1: Parents express interest by submitting an online or physical "interested form."

Stage 2: Visit the school, interact with the Admission in charge, and complete the admission application form. A school tour is available upon request.

Stage 3: Undergo an admission evaluation, either written or oral, as required. Evaluation feedback is shared by the PYP Coordinator.

Stage 4: Meet the SEN teacher if necessary.

Stage 5: Final interaction with the Vice President/ Head of School or Vision Holder involves both student and parent.

Documents Required for Admission:

- Date of Birth Certificate (Photocopy) issued by the Municipal Corporation
- Two passport-size colour photographs
- Aadhar Cards of the child and parents
- Original Transfer Certificate (Grade I & above)
- Additional documents for Expatriate students and NRIs:
 - Valid student Visa
 - Copy of the passport
 - Copy of the residential permit
- Additional documents for students with Special Needs:
 - Special Need Assessment Certificate or recognized academic/psychological assessment
 - Report from the Special Needs counsellor in the previous school
(Note: Copies are cross-verified with originals at the time of admission.)

Fee Payment

Fees are paid on a term-wise basis for the academic year, as follows:

- First Term: On or before 15th March
- Second Term: On or before 15th September
- Third Term: On or before 15th December

(Default charges apply for late payments, communicated through circulars.)

Termination of Admission

The management reserves the right to terminate admission due to non-payment of fees, failure to submit relevant documents or provision of false information. Transfer

Certificates (TC) are issued only after all dues for the current academic year are cleared.

Transfer Certificate Policy

Parents seeking to withdraw a child during the academic year must provide a written request to the Head of PYP and Vice President/ Head of School at least 30 days in advance. Students leaving mid-term are required to pay fees for the upcoming term. TCs are issued after settling all dues for the current academic year.

The Policy Review

Policy was drafted in 2017, and reviewed in 2019 and 2022. Next review in 2025 or as needed.

Committee Members

- Pedagogical Leadership Team
- Admission In-charge
- Final approval by the Vice President/ Head of School and Vision Holder.

References

- ibo.org
- Guidelines for the development of language policy
- Guidelines for the development of inclusive policy
- Principles to practice - Learner Profile, Assessment, Language
- Other IB school policies available online