



The Banda School

ADMISSIONS POLICY



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General

The Banda is a co-educational day school for children from the ages of twelve months to thirteen years. The Banda has approximately four hundred and seventy pupils.

There are four main entry points:

Pegasus Early Years – Pre-School:

Playgroup (a.k.a. 'Rising Stars') (18 months - 2 years)

Pegasus Early Years: Reception (4 – 5 year olds)

The Lower School: Year 1 – Year 4 (5 – 9 year olds)

The Upper School: Year 5 – Year 8 (9 – 13 year olds)

Timings of Entry

Children may join at any stage from Playgroup (18 months) to Year 8 (12-13 years) at any time of the year and any stage in their education. Pupils are placed in the appropriate year group according to their age on September 1st up to August 31st of the following year.

Visiting the School

You are welcome to visit the school at any stage of the admissions process. We welcome personal visits - which we believe are invaluable; for those unable to schedule a visit virtual chats are available - where possible with a prior appointment.

A visit with a senior member of staff will enable you to get a feel for daily life at School. During this time we can discuss our respective educational aims and philosophies as well as answer any queries. This can be an opportunity for parents to discuss in confidence any specific needs the child may have. It is important that all parties are comfortable that your child/ren can cope with the diverse and rich curriculum, as well as feel safe and happy in the school's learning environment. We recognise the importance of information sharing in order to care for and safeguard all children in line with our statutory duty of care.

The Entry Procedure

As the admissions journey varies according to which year a child is entering, prospective parents are encouraged to complete and submit the initial Admission Enquiry form online via the website. This is received by the Admissions Team who will make contact, and guide you through the admissions process customising your journey (see Appendix 1).

Guidelines to Support an Application for Entry

The Banda is a non- selective school. An invitation to the prospective parents/guardians to visit and look around the school is always extended. Where appropriate, a copy of the pupil's most recent school report is requested. Any learning weaknesses must be declared, together with any supporting documentation. Any parent requesting consideration for entry for a pupil transferring from a member school of the Kenya Association of International Schools (KAIS) cannot be accepted without a Leaving Certificate or written clearance from the Head Teacher of their current school.

The Assessment Process

At the school's discretion an invitation for the prospective pupil/s to experience a 'taster' day/s may be requested. This may include a formal or informal assessment conducted in the Learning Development Centre. For entry into Reception or below we do not conduct an assessment but do request a taster day to ensure the child will be able to access the Early Years Foundation Stage curriculum.

For pupils aged 5+ it is not academically competitive and is designed to check the pupil can access the curriculum to a greater degree, independently. It also serves to inform the School of a pupil's previous educational exposure especially when transitioning from a different philosophy or curriculum. Where a child aged 5+ is unable to visit in person we will always seek to request a copy of their most recent school report and at the school's discretion may request attendance at a taster on the first day of Term the child arrives in the country.

For those children where we judge The Banda School education is not the 'best fit' the parents may be given advice and we can offer informed recommendations.

Children with Learning Difficulties

The Banda does not discriminate in any way regarding entry. We welcome pupils with special needs, provided that our Learning Development Centre can offer adequate support for that individual, and whether this allows them to access the support they require and the pupil can access (to a greater degree) our school curriculum independently. We welcome pupils with physical disabilities provided our site can, with reasonable adjustments, accommodate them. Parents of children with special educational needs or physical disabilities must discuss their child's requirements with the Head Teacher or Head of the Learning Development Centre providing full disclosure of any medical, educational psychologist or other reports regarding their child's disability, medical condition or educational need.

Children with English as a Second/Additional Language

We do not have a designated ESL department but welcome children whose first language is not English. We can advise on Learning Mentors and ESL teachers who could support the learning of these pupils as an extra programme either within or outside school hours. Most of the younger children benefit from full immersion in English in the classroom.

Guide for Siblings

Most siblings join us, although admission is not automatic; there may be occasions where we judge that a sibling is likely to thrive more in a different environment. Siblings are afforded priority in the allocation of places subject to availability in the relevant year group.

Transfer from Pegasus Early Years to the Main School

Pupils in Pegasus Early Years have priority in the allocation of places subject to availability into Year 1 (the main school).

Equality and Diversity

The School promotes equality and diversity. The School seeks to eliminate discrimination in all its activities, and promote equality of opportunity for everyone engaging in the admissions process and within the School community. The School is committed to equal treatment for all, regardless of a pupil's race, religion, disability, cultural background or gender and no preference is given to a particular parental occupation. We encourage applications from pupils with as diverse a range of backgrounds as possible.

Overseas Applicants

We welcome overseas children provided they have suitable Parent/Guardianship arrangements in Kenya. In order to cope with the academic and social demands of the School, it is preferred that children be fluent in English or have been educated in the English medium for at least one year before coming to the School. Where this is not the case, consideration for entry is on an individual basis and may include recommendations (tuition in English as an EAL) arranged at the parent's expense.

It shall be the parents' responsibility at all times to ensure that their child/ren has the appropriate immigration permission to live in Kenya and to study at this School.

Religious Beliefs

Although The Banda has Christian roots, we do not select for entry on the basis of religious belief, and we offer opportunities for all to practise their own faiths as well as celebrating all the major religions. Through RS (Religious Studies) and RPE (Religion, Philosophy and Ethics) pupils learn about the world's main faiths.

Completion of the Admissions Procedure - Deposits and Contracts

Should a prospective pupil complete all the requirements and conditions of entry and be formally offered a place, the Enrolment Form is completed and signed and a non-refundable Registration (if not previously paid) and Entry Fee is requested to secure the place. This is the commitment and not set against the first Term's fee.

On completion of this admission procedure, a contract exists between the School and the signatories on the acceptance part of the form. A Parent Contract is shared which must be returned duly signed. Withdrawal of a child after this date would only be permitted if one academic term's notice is given in writing or if one term's fees are paid in lieu of notice. Fees are payable termly in advance and are due on or before the first day of each term.

SAFEGUARDING IN THE ADMISSIONS DEPARTMENT

The Admissions Team is committed to safeguarding and promoting the safety and welfare of every child at the School in line with the School's Safeguarding Children Policy with which every member of the Team must be familiar.

We aim to ensure that at each stage of the admissions process we are aware of the learning and pastoral needs of the children with whom we come into contact. In order to do this we gather, record and share appropriately, information about a child who may join the School as a pupil. In the event of a safeguarding concern, the Designated Safeguarding Lead will be notified.

Appendix 1 – Admissions Flow Chart

