

ADMISSIONS & EXCLUSIONS POLICY

GSPC British School

GSPC British School | 9, rue Abdeslame Amir, quartier Plateau Extension (Riviera), Casablanca, Morocco

Policy owner	Principals / Admissions / CEO & Owner	Applies to	EYFS, Primary and Secondary British Sections
Ratified	6 July 2026	Next review	July 2027
Status	Whole-school policy	Version	1.1
Approval	Principals and Owner & CEO	Framework	British standards / Moroccan context

GSPC EXPECTATION Admissions are fair, transparent and child-centred. Information is gathered early, appropriate assessment is used to understand the pupil's starting point and needs, and the agreed admissions record is maintained centrally in G-EcolePlus so authorised staff work from the same current information.

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1. Purpose and principles

GSPC British School aims to provide a clear, fair and consistent admissions process for pupils joining EYFS, Primary and Secondary. Decisions consider the pupil's age, previous education, available places, curriculum pathway, assessment information and any support needs that may affect successful placement.

- Safeguarding and the best interests of the child are considered throughout the process.
- Families are expected to provide accurate and complete information relevant to admission and pupil support.
- Admissions information is considered fairly and respectfully within applicable Moroccan law and the school's British educational approach.
- Assessment information supports placement and planning; no single test is used as the sole judgement of a pupil's ability or potential.
- Where a pupil has SEND, EAL, medical or wellbeing needs, these are identified as early as possible so the school can consider appropriate provision and prepare staff before entry.

2. Admissions process

The admissions journey is coordinated by Admissions with the relevant Principal and school staff. The process may be adapted proportionately for age, entry point and individual circumstances.

1 Enquiry / application	2 Documents & previous records	3 Early needs review SENDCo etc	4 Assessment & CAT4 / meeting	5 Admissions review
6 Decision / offer – Pre-enrolment on G-EcolePlus	7 G-EcolePlus record updates and CAT4 Data added to tracker	8 Final Payments & started pack / uniform order	9 Start / enrolment on system	10 Settling-in review

2.1 Initial enquiry and school information

- Families may contact Admissions, use the school website, attend an Open Doors event or arrange a school visit.
- Admissions provides information about the relevant British Section, year group, curriculum, fees, required documents and next steps.
- Where appropriate, the family meets relevant school staff and discusses the pupil's educational history, interests and known support needs.

2.2 Application and initial review

The family submits the required admissions information and previous educational records. Admissions checks that the application is sufficiently complete for review and identifies information that requires clarification before assessment or an offer. This would involve up to date reports and declaration of needs. These will be shared with appropriate staff for review before moving on.

3. Registration and required information

The admissions file should contain, as applicable:

- completed student/admissions information form;
- pupil passport or Moroccan identity documentation and birth certificate;
- parent/guardian identification and contact details;
- recent school reports and relevant academic records;
- medical information, vaccination information, allergies and significant health needs;
- relevant SEND, educational psychology, therapy or specialist reports where available;
- information about languages spoken and any EAL support needs;

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- information relevant to safeguarding, wellbeing or safe transition where it is appropriate and lawful for the school to hold it.

Pupils may be admitted during the academic year where a place is available and the school can support an appropriate transition. Entry to examination courses is considered carefully because curriculum coverage, subject choices and examination-board compatibility may affect whether a transfer is educationally appropriate.

4. Assessment and admissions by phase

4.1 EYFS and early Primary

Admissions considers developmental readiness, communication, social interaction, previous nursery/school information and any identified support needs. Assessment should be age-appropriate and should not rely on formal testing where this would not be developmentally appropriate.

4.2 Primary

Previous reports, teacher information and age-appropriate baseline or curriculum assessment may be used to establish the pupil's starting point. CAT4 may be used where appropriate for the pupil's age and the school's assessment arrangements.

4.3 Secondary

Secondary admissions considers previous school reports, curriculum history, an admissions meeting/interview and appropriate baseline assessment. CAT4 may be used to provide information about reasoning profiles and potential. Secondary pupils follow the school's Edexcel curriculum pathway, so admissions into examination years must take account of subject coverage, specification compatibility and the time available before examinations.

4.4 Use of CAT4 and baseline information

CAT4 and baseline information are used alongside previous records, classroom evidence, SEND/EAL information and professional judgement. They help establish starting points, appropriate challenge and support, but are not used as a standalone measure of ability or as the sole basis for an admissions decision.

5. SEND, EAL, medical and wellbeing considerations

Support needs are considered early in the admissions process rather than after a place has been confirmed. Where information indicates a possible SEND need, the SENDCo or relevant support lead is involved before the final placement decision where appropriate.

- Parents/carers should share relevant reports and known needs so that provision can be considered accurately.
- The school considers reasonable and appropriate adjustments to the admissions process where a pupil has SEND, disability, communication or language needs.
- Having SEND or EAL is not, by itself, an automatic reason to refuse admission. The school considers the individual pupil's needs, available provision and whether the school can appropriately and safely meet those needs.
- Medical information is shared with the Nurse and relevant staff on a need-to-know basis before the pupil starts where this is necessary for safety.
- Wellbeing or pastoral information may inform the pupil profile and transition plan. Safeguarding information is managed under the Child Protection & Safeguarding Policy and is not treated only as a pastoral matter.

6. Selection and offer of place

The relevant Principal reviews the application with Admissions and other staff as required. Decisions may take account of:

- availability in the appropriate year group;
- previous school reports and educational history;
- age-appropriate admissions assessment and/or CAT4 information;
- curriculum and examination-course compatibility;
- the pupil's individual SEND, EAL, medical, safeguarding or wellbeing needs and the school's ability to make appropriate provision;
- information discussed with the pupil and family.

Where a place is offered, the family receives the school's admissions/offer information and completes the required acceptance and enrolment steps. A pupil is not treated as fully enrolled until required documentation and school administrative requirements have been completed.

IMPORTANT Admissions decisions should be recorded with sufficient information to show the basis for the decision. Sensitive SEND, medical or safeguarding information must be handled confidentially and only shared with staff who need it.

7. G-EcolePlus admissions record and handover

G-EcolePlus is the school's shared operational system for admissions and pupil information. Once an application progresses through the admissions process, authorised staff should update the relevant admissions details in G-EcolePlus so that Admissions, leadership and other authorised colleagues are working from one current record.

- Record the pupil's application/admissions status and relevant year group or level. Please note alignment to Moroccan system which states enrollment dates till **31st December** as their cut off. Generally, children start full-time Reception in the September after their **fourth birthday** with UK cut of point being the **31st August**.
- Maintain the required contact, identity and enrolment information in the appropriate fields.
- Record or reference receipt of required admissions documents in accordance with the school's document process.
- Record the outcome of the admissions process and, once confirmed, complete the admission/enrolment status in G-EcolePlus.
- Ensure relevant academic starting-point information is available for handover to teaching staff.
- Ensure SEND, EAL, medical and wellbeing information is communicated securely to the appropriate staff; highly sensitive safeguarding information remains subject to safeguarding access controls and is not placed in routine shared notes.
- Use the pupil profile/transition information to brief relevant teachers before or as soon as possible after the pupil starts.
- Complete a settling-in review where additional transition monitoring is required.

The purpose of using G-EcolePlus is to avoid fragmented admissions information across separate informal records. Staff must still follow confidentiality and access requirements and should not use WhatsApp or personal messaging as the formal admissions record.

8. Exclusions

GSPC aims to maintain a safe, respectful learning environment. Exclusion is a serious measure and is considered alongside the Behaviour & Discipline, Anti-Bullying, SEND/Inclusion and Safeguarding policies. The

school considers the circumstances of the incident, previous interventions, safeguarding information and any relevant SEND or wellbeing factors.

8.1 Fixed-term exclusion / suspension

A temporary exclusion may be used for serious or persistent behaviour where other responses are not sufficient or where a period away from school is required to protect safety and support a managed return. The relevant Principal determines the duration and communicates the reason and arrangements to parents/carers in writing.

8.2 Permanent exclusion

Permanent exclusion is a last resort. It may be considered where there has been a very serious incident, a significant safety risk, or persistent serious breaches despite appropriate support and intervention. The relevant Principal makes the recommendation/decision in accordance with school procedures, and permanent exclusion requires approval by the Owner & CEO.

- The school records the reasons, evidence considered and decision.
- Parents/carers are informed in writing as soon as practicable.
- Safeguarding, SEND and reasonable support considerations are reviewed before the final decision where relevant.
- Parents/carers may use the school's Complaints Procedure to challenge the process or decision.

9. Complaints and appeals

Admissions concerns should normally be raised first with the Admissions Office. If the matter remains unresolved, it may be referred to the relevant Principal and then progressed through the GSPC Complaints Procedure. Concerns about an exclusion may also be raised through the Complaints Procedure. The school keeps an appropriate written record of formal complaints and outcomes.

10. Responsibilities, records and review

Role	Responsibility
Admissions	Coordinates enquiries, applications, documentation, G-EcolePlus admissions status and family communication.
Relevant Principal	Oversees admissions decisions, educational placement and exclusion decisions for their phase.
SENDCo / EAL Lead or support staff	Advises on identified SEND and appropriate provision where required.
Owner & CEO - Hicham Lazrak	Provides approval/oversight for permanent exclusions and other matters requiring proprietor-level decision.

Admissions and exclusion records are stored securely and access is limited according to role. This policy is reviewed annually, or earlier where school practice, applicable Moroccan requirements or relevant British educational standards change.

Related GSPC policies

Child Protection & Safeguarding Policy; SEND / Inclusion Policy; Behaviour & Discipline Policy; Anti-Bullying Policy; Attendance Policy; Complaints Procedure; Equality & Diversity Policy; Data Protection / Privacy arrangements.

10.1 Document control and current leadership

Ratified	Next review	Principal - Secondary	Principal - Primary & EYFS	Owner & CEO
6 July 2026	July 2027	Hannah Cashel	Jihane El Antri	Hicham Lazrak