

Policy Name
Policy Effective Date

Admission Policy

01.08.2025

(approved by the Board)

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1. Introduction

LICS welcomes applications from learners from all educational, international, cultural, and religious backgrounds. It is the aim of the school to enroll a wide range of learners encompassing the international educational spectrum.

The school appreciates that learners from a variety of backgrounds and with different educational needs will require careful assessment on entry to ascertain their particular strengths and weaknesses as a learner. LICS aims to meet individual learner needs through its learner-centered approach to teaching. Admission tests are therefore administered to potential learners to gain insight into the learners' abilities. The results of the tests are closely discussed by the academic staff, the respective Principal, and, where required, the Student Support Services Department (SSS) alongside the parents. Learners are then placed in the most appropriate class for their age. Only in extreme cases may a lower or higher year group be recommended, and only if it best suits the needs of the learner and meets the basic requirements of the LICS Admission Policy.

Should admissions criteria be met, an offer of a place will then be determined by:

- Appropriate age placement within the year group of their actual age.
- Availability of space in the determined class/year group. Where classes are fully subscribed, learners may be placed on the waiting list.
- The specific needs of a learner and the capacity for support available within LICS Student Support Services (SSS).

2. Objectives of Admission Policy

- To ensure an appropriate and effective admission process.
- To accurately place learners in the appropriate year group.
- To promptly identify learners' Special Educational Needs/Learning Support Needs.
- To ascertain that the prospective learner will benefit from the school's programmes.
- To ensure that the school's policy of non-discrimination on the basis of gender, race, or religion is followed.
- To ensure the admission procedure is followed.

3. Initial Interview (Initial Visit/Preliminary Visit)

Parents and children are encouraged to tour the school on a preliminary visit with the school's Admissions Manager. The Admissions Manager facilitates the admission process. In consultation with the parents, the respective Principal will place each learner in the appropriate class. All relevant documents will be passed on to the class teacher and pastoral coordinator.

Criteria to be considered will include, as necessary:

- Age, or experience-appropriate placement
- The choice of subjects offered by LICS and LICS curriculum
- Previous school reports
- Entry date in the academic year
- Any measures required to help the learner adapt to the school
- Transferring between Southern and Northern Hemisphere school years
- **S**tudent **S**upport **S**ervices (SSS)
- **E**nglish as **S**econd **L**anguage (ESL)
- Clearance report from the previous school on school fees
- Academic ability of the learner
- Confidential student reference form from the previous school.

4. Application Procedure

The Head of School and Principals (Pre-Primary, Primary, Secondary) will have the authority to admit learners or to decline entry. Applications are dealt with by the Admissions Manager and forwarded to the respective Principals for placement following admission assessments and/or consultations.

These are the following guidelines:

4.1 Timeline

Applications are accepted throughout the year, although it is not always possible to guarantee or offer a place. Learners in examination classes (IGCSE, AS level, and A2 level) will need to show a clear curriculum continuity and an appropriate level of performance for acceptance.

4.2 Documentation

All required admission application forms can be downloaded from the LICS website: www.lics.sch.zm/apply-now/ or requested via email from the Admissions team admissions@lics.sch.zm.

To apply, each applicant must provide:

- a. A completed online admission application form for each learner applying to the school
<https://www.lics.sch.zm/apply-now/>
The application form must be accompanied by the following documents:
- b. Medical record form
- c. Copy of birth certificate and/or passport of the learner applying
- d. Copy of most recent school report

- e. Confidential student reference form completed by the previous school
- f. Financial clearance certificate completed by the previous school stating that there are no outstanding obligations to the school
- g. Copies of identity documents for parents and/or guardians
- h. Copies of immigration permits if applicable
- i. Tuition fee payment policy read, signed and dated
- j. Any specific assessment reports that are applicable to placement, e.g., educational psychologist, results of diagnostic tests, etc.

In case of any questions, please contact admissions via E-mail: admissions@lics.sch.zm or via phone on +260 760 634780.

4.3 Age Requirement

4.3.1 Minimum Age

To be enrolled in pre-primary, learners must have turned 1 year old by the 1st of September. The minimum entry age to Reception would be 4 years by 1st September.

4.3.2 Age Requirement for each Year Group

Pre-Primary School (PPS)		
Year Group	Age Bracket	Minimum Age by 1st September
EY Green	1+	1 yr 0 month
EY Blue	2	1 yr 10 months
EY Red	3	2 yr 10 months
EY Yellow	4	3 yr 10 months
Reception	4-5 years	4

Primary School (PS)		
Year Group	Age Bracket	Minimum Age by 1st September
Year 1	5-6 years	5
Year 2	6-7 years	6
Year 3	7-8 years	7
Year 4	8-9 years	8
Year 5	9-10 years	9
Year 6	10-11 years	10

Secondary School (SS)		
Year Group	Age Bracket	Minimum Age by 1st September
Year 7	11-12	11
Year 8	12-13	12
Year 9	13-14	13
Year 10	14-15	14
Year 11	15-16	15
Year 12	16-17	16
Year 13	17-18	17

4.4 Admission Tests

There will be baseline admission assessment tests conducted for all new learners from Reception up to Year 10.

The CAT4 is used as the admission assessment test for Year 2 to Year 10. A CAT4 assessment is a cognitive online-based ability test.

The CAT4 assessment tests four specific areas: Verbal, Quantitative, Non-verbal, and Spatial. It shows us the learner's underlying ability and how this can be recognised and built upon to ensure that a learner achieves his/her potential. Admission to the IGCSE and A-level courses is strictly dependent on the subjects offered at LICS, minimum threshold numbers, as well as minimum achieved grades in the relevant subjects for the applicant. Admission to the courses may depend on the learner's curriculum continuity at the previous school.

4.6 English

Those learners with English as a Second Language (ESL) may be considered if, in the opinion of the SSS department and the Principal, their needs can be met.

4.7 Student Support Services (SSS)

LICS may accept learners with learning support needs. The level of need and the available facilities and human resources of the Student Support Services department will determine placement or not.

Listed below are the various tiers of support that are provided:

Tier 1	Support to teachers, including advice and guidance on meeting the needs of students with additional needs, or training on specific SEN topics such as Dyslexia, Dyscalculia, Autism, or ADHD
Tier 2	In-class support
Tier 3	Small group support, either in class or on a withdrawal basis
Tier 4	Direct 1:1 support from: a) counselling or b) student support

- Additional assessments may be requested by the SSS department to determine placement and additional assessment fees will be applicable and discussed prior to further assessment booking.
- If the school considers a learner's needs to be beyond the capability of LICS' Student Support Services, no place will be offered.
- LICS has the right to request submission of various educational and psychological reports for a fair and informed decision on placement.

4.8 Placement

4.8.1 Pre-Primary

- Pre-Primary learners are placed in classes according to their age. Learners who are assessed to still be developing their emotional and social levels appropriate to their age may need to remain in a particular group until they are ready to be moved.
- Learners with special needs will only be accommodated if support is available and may need to be placed in a group below their chronological age if this is deemed necessary by the Pre-Primary Principal in consultation with the SSS department, and only if space is available.
- The respective Principal, in liaison with the SSS team/coordinator (where applicable), will determine the class each student will join.
- Admission to a school year does not assure promotion to the following year.
- Movement takes place at the beginning of the academic year for Reception, Green, Blue, Red, and Yellow class learners and in accordance with assessments and age.

- In January, learners move from Green to Blue to Red to Yellow in accordance with their age and assessments.
- All learners in Green, Blue, Red, and Yellow classes are to be placed in their specific classes in line with their ages for the period between August to December e.g., the year and up to 9 months (1yr 10 months/2yrs 10 months/3yrs 10 months to be placed in the 1yr, 2yr, 3yr old class and move in January to the next class).
- Parents of Green, Blue, and Red class learners will be informed at the start of the academic year that their child will be eligible to move in accordance with their age in January.
- The admissions office will be informed of existing learners moving to Blue, Red, and Yellow classes in January.
- New parents will be informed of the placement procedure during the parent interview.

4.8.2 Pre-Primary - Reception

- The promotion of learners from the EY Yellow class into the Reception class will be dependent on the end-of-year assessments.
- Movement takes place from the Yellow class to Reception at the start of the academic year in August only.
- For external applications, the entrance to Reception Assessment is used for placement purposes.
- Classes are structured so as to ensure that each Reception class has a balanced ability range.
- Places will be offered to outside candidates in accordance with assessment results, the placement policy, and the availability of places.
- Outside candidates will be placed in classes in accordance with the criteria stipulated above.

4.8.3 Primary

- A learner is offered a place in a particular year group on the basis of his/her date of birth. No learner will be allocated a class more than one year above or below their chronological age.
- Year 1: A range of assessments are used to establish a potential learner's placement, including maths, phonics, reading, and writing.
- Years 2-6 learners: The CAT4 test is administered to potential learners to gain insight into the learner's individual abilities and learning profile. The results are closely analysed by the academic staff, including the Principal, and, where further information is needed, Student Support may carry out additional testing as required using a range of screening assessments.
- Each learner will be monitored by the class teacher during the first term, particularly during the settling-in period of the first month of attendance.

4.8.4 Secondary

- LICS aims to meet individual learner needs through its learner-centered approach to teaching. Admission tests are therefore administered to potential learners to gain insight into the learners' individual abilities. The results of the tests are closely discussed by academic staff, the Principal, and where necessary, the SSS Department. Learners are placed in the most appropriate class for their age. In some cases, a lower or higher year group may be recommended if it best suits the needs of the learner. Referral to SSS may result in additional testing being required.
- A more rigorous set of entrance criteria applies for IGCSE and A-level learners.
- Conditional placements: In certain instances, learners will be offered a conditional place whereby parents sign a contract binding them to specific targets and outcomes that are expected to be achieved within a set time frame. Failure to meet the requirements will result in the contract outcomes being enforced.
- In addition to this, parents will be advised that attendance and punctuality are deemed to be of the utmost importance. All learners are required to attain a minimum attendance of 95% throughout the year. The only excused absences are due to illness, which must be covered by a medical note or, in other extreme circumstances, prior approval by the Principal. Punctuality is expected at 100%. Learners not meeting the minimum attendance requirement may have their place at LICS withdrawn.

4.8.5 Class Allocation for Twins

In line with the school's commitment to supporting the individual development of each learner, twins will not be placed in the same class.

Separation is considered beneficial as it:

- Encourages each child to develop their own identity, interests, and friendships.
- Promotes independence and helps build individual confidence.
- Reduces direct comparison between siblings, allowing each to progress at their own pace; and
- Enables teaching staff to better cater to each child's specific learning needs.

Exceptions to this policy will only be made in extenuating circumstances or where there is no availability in an alternative class within the same year group. Any such decision will be made at the discretion of the school's leadership team, based on the best interests of the learners and class composition.

4.9 Class Sizes

Class sizes vary depending on the year group and subject selection in senior years.

If a class has reached the maximum, learners will be placed on a waiting list and subsequently offered a place should one become available. All classes are capped at 25 learners per class. In special cases and on a case-by-case basis approved by the respective principal and head of school may a class may exceed the capped number.

5. Fees

The Fee Structure and the Tuition Fee Payment Policy are an integral part of an application. Admission assessment costs have to be paid on or before the admission assessment takes place. For all new parents a term's tuition fee, registration fee, capital development fund, and refundable security deposit are due in full, payable immediately on the offer of a place. Thereafter, parents may opt for the termly, quarterly, or monthly payment options for the remainder of the year. New parents are permitted to request a payment plan with the school bursar should it be required.

In the unlikely event of an early withdrawal due to unexpected circumstances, the following refunds will be applicable:

- Any security deposits paid on enrolment will be refunded in full less any applicable charges i.e., lost/damaged school property, textbooks etc.
- If the learner has been enrolled for less than one year at the time of withdrawal, 50% of the Capital Development Fund paid on enrolment will be refunded.
- No other refunds will be applicable.

6. Settling In Period

The school has a policy of a settling-in period of four weeks. This will give the staff, administration team, and parents time to ensure that the learner will benefit from what the school has to offer and to ensure that the school is satisfied that it can meet the needs of the learner. If the learner is identified as having Special Educational Needs within the first four weeks, the period of settling in will be extended to allow time for a full assessment prior to full enrolment. If at the end of this period, either the school or the parents feel that the learner would not benefit from the programme, the placement of the learner will not be confirmed.

Suppose a learner is identified as having needs beyond those that can be catered for by LICS. In that case, parents will be notified in person and receive a written letter stipulating that the school is unable to cater for the needs of their child and that alternative arrangements should be made. During the period from the identification to the confirmation of the learner's challenges that lie beyond the scope of LICS' SSS, tracking of the learner's learning and development will take place to ensure that vital evidence is available for parents

to review at the end of the process and support in their identification of suitable alternative educational provision. This will be done in conjunction with the SSS department.

LICS will always strive to work alongside and in partnership with its parents to ensure that the learners have a safe and happy learning environment to grow. If at any point the relationship does not achieve the required support and mutual understanding, it would be discussed and agreed that an alternative school is sought.

7. Admissions and Placement Policy

Offers of places in all year groups are determined by the following criteria:

1. All places are confirmed and secured on payment of registration and capital development funds, deposits and where fee payments are current.
2. No pro-rata payments are accepted.
3. The first offer of a place in any class/year group is made to learners already enrolled at LICS, who have indicated that they wish to remain at LICS by completing the annual re-enrolment survey.
4. The second offer of a place, if there are places available, is made to learners who have siblings already enrolled at LICS. Places will be offered to these learners based on availability after the re-enrolment survey of each academic year.
5. Any remaining places after 3. and 4. above will be offered to outside applicants following admission assessments.

8. Annex

The following documents are an integral part of the Admissions Policy:

Pos	Description	Link
1	Admission Application	www.lics.sch.zm/apply-now/
2	Admission Application A-Level	www.lics.sch.zm/apply-now/
3	Student Medical Record Form	Student Medical Record LICS.dotx
4	Financial Clearance Certificate	Financial Clearance Certificate LICS.dotx
5	Fees Policy	LICS Fee Structure and Policy 2025-2026.pdf
6	Student Reference Form Y1-11	Student Reference Form Y1-11 LICS.dotx
7	Student Reference Form A-Level	Student Reference Form A-Level LICS.dotx
8	Attendance Policy	Attendance Policy LICS.pdf

Version	Date Effective	Approved by	Amendments	Date Next Review
1.0	01.08.2020	Board	Annual Review	31.07.2021
2.0	01.08.2021	Board	Annual Review	31.07.2022
3.0	01.11.2022	Board	Annual Review	31.07.2023
4.0	07.09.2023	Board	Annual Review	31.07.2024
5.0	01.08.2025	Board	Annual Review	31.07.2026