



POLICY DOCUMENT

Guiding Practice • Inspiring Learning • Building Futures

ADMISSIONS POLICY

Policy Period: [2025 – 2027]

Skill Stork Early Learning Campus

POLICY NAME	Admissions Policy
EFFECTIVE FROM	April 2025
REVIEW DATE	April 2027
VERSION	3.0

OUR SHARED COMMITMENT


LEARN


CARE


EXPLORE


COLLABORATE


INNOVATE

IB EYP FOUNDATIONAL PILLARS

At the heart of our Early Years programme – nurturing curious, confident and caring learners



1. EXPLORATION AND EXPRESSION

Children are naturally curious. We encourage them to explore ideas, express their thinking in many ways, and make meaning of the world around them.

WE VALUE

- Curiosity
- Creativity
- Communication
- Multiple ways of expression



2. PLAY AND PERSONALISED LEARNING

Play is the engine of learning. Through play, children pursue their interests, take risks, and build understanding at their own pace and in their own way.

WE VALUE

- Play
- Choice
- Independence
- Agency
- Learner profile



IB EYP FOUNDATIONAL PILLARS

NURTURING • INQUIRING • CARING



3. RELATIONSHIPS AND RESPONSIBILITIES

Children learn through relationships. We foster a sense of belonging, empathy, and responsibility towards themselves, others and the world.

WE VALUE

- Belonging
- Empathy
- Respect
- Responsibility
- Community



4. LEARNING ENVIRONMENT

The environment is our "third teacher." We create safe, inclusive, inspiring spaces that promote well-being, exploration and meaningful learning.

WE VALUE

- Safety
- Inclusivity
- Inspiration
- Well-being
- Sustainability



Together, these pillars support the holistic development of every child, preparing them to thrive and make a positive difference in the world.



OUR IMAGE OF THE CHILD

At Skill Stork International School, we believe that every child is unique, full of potential and ready to make a difference.

COMPETENT

Children are confident in their abilities and believe in themselves.



CURIOUS

Children are inquisitive learners who explore the world around them.



CAPABLE

Children have the skills, knowledge and dispositions to take on challenges.



CREATIVE

Children express their ideas in multiple ways and think imaginatively.



RESILIENT

Children persevere through challenges and learn from their experiences.



ACTIVE CITIZENS

Children care for others, their community and the world, and take action.



We nurture the whole child so they can thrive today and become the changemakers of tomorrow.

IB Mission 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.

School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together, to create and sustain a world that is caring, open-minded, balanced and peace-loving by thinking globally and acting locally.

Our values

At Skill Stork International School our learners are LEADERS

L- Learners for life

E- Efficient

A- Affectionate

D- Determined

E- Efficacious

R- Resilient

S- Self assured

1. Philosophy

At Skill Stork International School, we believe that every child has the right to access a learning environment where they feel welcomed, respected, valued and supported. Admission into the Early Years Programme is not based solely on academic readiness; rather, it seeks to understand the whole child, recognising that each learner arrives with unique experiences, strengths, interests, languages, cultural identities and developmental pathways.

The admissions process reflects the International Baccalaureate philosophy of equity, inclusion and international-mindedness. We recognise diversity as a strength and are committed to providing opportunities for children from varied cultural, linguistic and socio-economic backgrounds to become active members of our learning community.

Our admissions process is designed to ensure that the school can meet the educational, developmental and wellbeing needs of every child while maintaining the integrity of the programme and providing appropriate support for successful participation.

2. Purpose

The purpose of this policy is to:

- establish a fair, transparent and child-centred admissions process for the IB Early Years Programme;
- ensure admissions decisions are made in the best interests of the child;
- promote equitable access regardless of nationality, culture, language, religion or family background;
- identify learning, wellbeing or language support needs at the earliest opportunity;
- ensure that families understand the philosophy and expectations of the Early Years Programme;
- provide a consistent framework for admission decisions across the school.

3. Scope

This policy applies to admissions for all children entering the Skill Stork International School Early Years Programme, including:

- Toddlers
- Pre-Nursery
- Nursery
- PP1
- PP2

It applies to all members of the admissions process including:

- Director
- Principal
- Early Years Coordinator
- Admissions Team
- Inclusion Team

- School Counsellor (where applicable)
- Parents and Guardians

4. Guiding Principles of Admission

Admissions decisions are guided by the following principles:

- Every child is treated with dignity and respect.
- Admissions are conducted fairly and consistently.
- Decisions are made without discrimination based on race, religion, nationality, ethnicity, gender or socio-economic background.
- Families are viewed as partners throughout the admissions process.
- The best interests of the child remain the primary consideration in all admission decisions.

5. Eligibility

Children are admitted according to the age criteria established by the school and in accordance with applicable educational regulations.

Age placement is determined using the school's approved age cut-off date and developmental readiness. Where exceptional circumstances exist, placement decisions may be made following consultation between the Principal, Early Years Coordinator and parents. **However, minimum age criteria must be met.**

Class	Age Criteria	Cut-off date
Toddlers	Year 1+	As on April 1 st
Pre-Nursery	Year 2+	As on April 1 st
Nursery	Year 3+	As on April 1 st
PP1	Year 4+	As on April 1 st
PP2	Year 5+	As on April 1 st

6. Admission Process

The Early Years admission process consists of four stages.

The Early Years admission process consists of four stages designed to ensure that families are well informed, children experience a positive transition, and the school gains a holistic understanding of each learner's educational, developmental and wellbeing needs.

Stage 1 – Enquiry

The admissions process begins with an enquiry from the parent or guardian.

During this stage, the Admissions Team:

- collects preliminary information about the child and family;
- provides an overview of the school's vision, mission and values;
- introduces the International Baccalaureate Early Years philosophy and programme;
- explains the admissions process, age eligibility, fee structure and required documentation; and

- conducts a guided campus tour to familiarise families with the learning environment, facilities, safety measures and daily routines.

This stage enables families to understand the school's educational philosophy while allowing the school to gain an initial understanding of the child's background and learning journey.

Stage 2 – Parent and Child Interaction

Parents and the child participate in an interaction with the Academic Coordinator/Principal and the Wellbeing Counsellor.

The purpose of this interaction is to establish a collaborative partnership with the family and to develop a holistic understanding of the child.

During this stage, the school gathers information regarding:

- the child's interests, strengths and learning preferences;
- developmental history;
- previous educational experiences (where applicable);
- languages spoken at home;
- health and medical information;
- social and emotional development;
- family expectations and aspirations; and
- any existing learning, developmental or wellbeing support requirements.

The Wellbeing Counsellor conducts an initial wellbeing and developmental discussion with the family and prepares a Individual Education Plan (IEP) to guide future planning and transition. Where parents provide existing specialist reports, these are reviewed collaboratively to ensure appropriate support can be planned if admission is offered.

Stage 3 – Registration

Following the successful completion of the interaction, parents complete the registration process.

The following documents are submitted:

- Completed Registration Form
- Child's Aadhaar Card
- Aadhaar Card of both parents/guardians
- Birth Certificate
- Passport-size photographs
- Vaccination records
- Medical information

- Previous school records (where applicable)
- Any specialist or developmental reports relevant to the child's educational needs

The Admissions Team reviews all documentation to ensure completeness before proceeding to the final stage.

Stage 4 – Admission

The admissions review is completed within 10 working days of receiving the completed registration documents.

The admission review team consists of:

- Principal (Final Approval Authority)
- Academic Coordinator
- Admissions Team
- Wellbeing Counsellor
- Inclusion Coordinator (where applicable)

The team reviews all available information to determine the most appropriate educational placement and any reasonable adjustments or transition supports that may be required.

Families receive written communication regarding the admission decision, along with details of enrolment, orientation and transition procedures.

Following acceptance, parents complete enrolment formalities, and the school plans orientation sessions, classroom familiarisation and transition activities to support a smooth beginning for the child.

7. Inclusion

Skill Stork International School is committed to inclusive education.

Applications from children with additional learning, developmental, physical or communication needs are welcomed.

The admissions process may include:

- review of psycho-educational reports;
- consultation with specialists;
- classroom observation;
- parent meetings;
- collaborative planning.

Where necessary, Individual Learning Plans, therapeutic interventions or additional adult support may be recommended following admission.

8. Language Support

The school recognises multilingualism as an asset.

Where children require additional support in English, teachers provide differentiated learning experiences rather than delaying admission.

Support may include:

- visual schedules;
- gestures and modelling;
- picture communication;
- bilingual resources where appropriate;
- structured language-rich interactions;
- collaboration with families to strengthen language development.

9. Waitlist Procedure

Where places are unavailable, applicants may be placed on a waitlist.

The waitlist is maintained according to:

- date of completed application;
- programme availability;
- sibling priority (where applicable);

Families will receive updates regarding waitlist status at least once every school term. This reinstates the dedicated waitlist process identified as a strength of the earlier policy.

10. Withdrawal and Cancellation

Parents must notify the school in writing of their intention to withdraw their child.

Withdrawal procedures, notice periods and applicable financial obligations are governed by the school's Fee Policy and Admissions Procedures.

The school reserves the right to cancel admission where:

- documentation has been falsified;
- significant information affecting the child's wellbeing or safety has been intentionally withheld;
- admission conditions have not been fulfilled.

11. Roles and Responsibilities

Director

- Approves admissions policy.
- Ensures equitable admissions practices.

Principal

- Holds final authority for admissions decisions.
- Ensures consistent implementation.

Early Years Coordinator

- Conducts observations.
- Reviews developmental readiness.
- Coordinates transition.

Admissions Team

- Manages documentation.
- Communicates with families.
- Maintains admissions records.

Wellbeing Counsellor

- Reviews learning support needs.
- Advises on reasonable adjustments.
- Collaborates with families and specialists.

Parents

Parents are expected to:

- provide accurate information;
- disclose relevant developmental or medical information;
- attend meetings;
- work collaboratively with the school throughout the admissions process.

12. Appeals

Parents who wish to appeal an admissions decision may submit a written appeal to the Principal within **ten working days** of receiving the decision.

Appeals will be reviewed by the Principal and Director, with input from relevant coordinators where appropriate. A final written response will be communicated within **ten working days**.

Including an appeals process reflects good governance and aligns with the emphasis on fairness seen in other policy areas.

13. Monitoring and Review

The implementation of this policy will be monitored through:

- annual review of admissions data;
- inclusion and language support outcomes;

- parent feedback;
- transition evaluations;
- admissions audit;
- leadership review.

The policy will be formally reviewed annually, or sooner in response to changes in legislation, IB guidance or school procedures.

14. Admission Acceptance and Enrolment Conditions

Upon accepting admission at Skill Stork International School, parents and guardians agree to comply with all school policies and procedures. This includes supporting their child's regular attendance, punctuality, and active participation in the school's educational programme.

Attendance

Regular school attendance is essential for children's academic progress, social development, wellbeing, and successful participation in the IB Primary Years Programme and Early Years Programme. Families are expected to:

- Ensure their child attends school regularly and punctually.
- Inform the school promptly of any absence due to illness or exceptional circumstances.
- Submit supporting documentation for prolonged or medically related absences when requested.
- Avoid scheduling vacations or non-essential appointments during school days wherever possible.
- Work collaboratively with the school to support students whose attendance may affect their learning and wellbeing.

Persistent or unexplained absenteeism may result in meetings with school leadership to develop an attendance support plan. Continued non-compliance with the school's attendance expectations may be addressed in accordance with the school's Attendance Policy and applicable statutory requirements

15. Success Indicators

The successful implementation of this policy will be evident when:

- admissions decisions are fair, transparent and timely;
- children experience smooth transitions into the Early Years Programme;
- families report positive admissions experiences;
- inclusion and language support needs are identified early and addressed effectively;
- the admissions process reflects the school's commitment to equity, diversity and international-mindedness;
- monitoring data informs continuous improvement of admissions practices.

Forms

Language Profile Form –

Skill Stork International School

IB Early Years Programme

Student Language Profile Form

Student Information

Field	Details
Student Name	
Admission Number	
Date of Birth	
Age	
Programme	☐ Toddlers ☐ Pre-Nursery ☐ Nursery ☐ PP1 ☐ PP2
Date of Admission	
Class Teacher	
Date of Profile Completion	

Section A: Family Language Background

1. Which language(s) does your child hear most often at home?

2. Which language does your child speak most comfortably?

3. Which language(s) do parents/guardians usually speak with the child?

Mother:

Father:

Other family members:

4. Does your child regularly hear more than one language?

☐ Yes ☐ No

If yes, please specify:

Section B: Child's Communication

How does your child usually communicate?

- ☐ Single words ☐ Short phrases ☐ Full sentences ☐ Long conversations ☐ Gestures ☐ Signs
- ☐ Pictures ☐ Other:
-

Can your child:

Skill	Yes	Sometimes	Not Yet
Follow simple instructions	☐	☐	☐
Ask questions	☐	☐	☐
Tell simple stories	☐	☐	☐
Express needs clearly	☐	☐	☐
Join conversations	☐	☐	☐
Enjoy songs and rhymes	☐	☐	☐

Section C: English Language Experience

Has your child attended an English-medium school previously?

- ☐ Yes ☐ No

If yes, for how long?

How confident is your child using English?

- ☐ Very Confident ☐ Confident ☐ Developing ☐ Beginning ☐ No Previous Exposure

Your child uses English mainly for:

- ☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Playing ☐ Very Limited Exposure

Section D: Home Language Development

Does your child enjoy using their home language?

- ☐ Yes ☐ Sometimes ☐ Rarely

Activities enjoyed in the home language

- ☐ Storybooks ☐ Songs ☐ Rhymes ☐ Conversations ☐ Religious or Cultural Activities ☐ Television ☐ Games
- ☐ Other

How often do you read to your child in your home language?

☐ Daily ☐ Several times a week ☐ Weekly ☐ Occasionally ☐ Rarely

Section E: Reading and Literacy

Does your child enjoy books?

☐ Yes ☐ Sometimes ☐ Not Yet

Your child likes:

☐ Picture Books ☐ Story Books ☐ Information Books ☐ Rhymes ☐ Digital Books ☐ Being Read To

Can your child:

Skill	Yes	Developing	Not Yet
Recognise own name	☐	☐	☐
Turn pages independently	☐	☐	☐
Talk about pictures	☐	☐	☐
Pretend read books	☐	☐	☐
Recognise some letters	☐	☐	☐

Section F: Interests

What topics does your child enjoy talking about?

☐ Animals ☐ Nature ☐ Vehicles ☐ Music ☐ Dance ☐ Art ☐ Family ☐ Food ☐ Outdoor Play ☐ Pretend Play
☐ Construction ☐ Other

Section G: Family Support

How can the school best support your child's language development?

Are there any words, phrases or cultural practices you would like us to know?

Section H: Teacher Language Observation

(To be completed after admission during the first 4–6 weeks of school)

Home Language

Observation	Emerging	Developing	Proficient
Understands familiar vocabulary	☐	☐	☐
Communicates confidently	☐	☐	☐
Participates in conversations	☐	☐	☐

English Language

Observation	Emerging	Developing	Proficient
Listens attentively	☐	☐	☐
Follows classroom instructions	☐	☐	☐
Uses familiar vocabulary	☐	☐	☐
Participates in discussions	☐	☐	☐
Asks questions	☐	☐	☐
Shares ideas confidently	☐	☐	☐

Teacher Comments

Strengths

Areas for Continued Development

Section I: Language Support Plan (If Required)

- ☐ No additional support currently required
- ☐ Classroom differentiation
- ☐ Small-group language support
- ☐ Visual communication supports
- ☐ Home-school language partnership

- ☐ Referral to Inclusion Team
- ☐ Further observations recommended

Strategies to be implemented:

Review Date: _____

Parent Declaration

I confirm that the information provided in this Language Profile Form is accurate to the best of my knowledge. I understand that this information will be used to support my child's language development and will be treated confidentially.

Parent/Guardian Name: _____

Signature: _____

Date: _____

School Use Only

Item	Details
Language Profile Reviewed By	
Date	
Language Support Required	☐ Yes ☐ No
Inclusion Team Consultation Required	☐ Yes ☐ No
Next Review Date	

Tracker

Student Name	Class	Home Language(s)	Additional Language(s)	Observation Period	Listening	Speaking	Viewing	Presenting	Early Reading Behaviours	Early Writing Behaviours	Vocabulary Development	Social Communication	Confidence in Communication	Teacher Comments	Support/Extension Strategies	Parent Communication Date	Review Date
					E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P				
					E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P				
					E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P	E / D / P				

Rating Key

- **E – Emerging:** Beginning to demonstrate the skill with significant adult support.
- **D – Developing:** Demonstrates the skill with increasing confidence and occasional support.
- **P – Proficient:** Consistently demonstrates the skill independently across different learning contexts.

SKILL STORK INTERNATIONAL SCHOOL

Teacher Referral Form

Early Years Inclusion Support Referral

Confidential Document

Section A: Student Information

Student Name	Details
Admission No.	
Date of Birth	
Age	
Class	
Homeroom Teacher	
Date of Referral	
Referred to	

Section B: Reason for Referral

Tick all that apply.

Academic Development

- ☐ Difficulty following classroom routines ☐ Difficulty understanding instructions ☐ Difficulty completing learning experiences ☐ Difficulty retaining new learning ☐ Difficulty applying previously learnt concepts ☐ Significant difference from peers

Communication & Language

- ☐ Limited expressive language ☐ Limited receptive language ☐ Difficulty communicating needs ☐ Difficulty participating in discussions ☐ Speech unclear ☐ Difficulty understanding questions

Social Development

- ☐ Difficulty making friends ☐ Difficulty working with peers ☐ Limited eye contact ☐ Difficulty sharing ☐ Difficulty taking turns ☐ Limited participation in play

Behaviour & Emotional Regulation

- ☐ Frequent emotional outbursts ☐ Difficulty regulating emotions ☐ Anxiety ☐ Withdrawn behaviour
☐ Aggressive behaviour ☐ Difficulty transitioning ☐ Difficulty coping with change

Attention & Executive Function

- ☐ Easily distracted ☐ Difficulty remaining on task ☐ Difficulty following routines ☐ Difficulty organising materials ☐ Difficulty starting work

Motor Development

- ☐ Fine motor concerns ☐ Gross motor concerns ☐ Difficulty using classroom tools ☐ Poor balance
- ☐ Fatigue during activities

Sensory Processing

- ☐ Sensitive to sound ☐ Sensitive to light ☐ Sensitive to touch ☐ Avoids certain textures ☐ Seeks excessive movement ☐ Sensory overload

Health / Medical

- ☐ Vision concerns ☐ Hearing concerns ☐ Medical condition affecting learning ☐ Frequent absences

Section C: Evidence Collected

Observation period: From _____ To _____

Evidence attached:

- ☐ Work samples ☐ Assessment records ☐ Observation notes ☐ Photographs (where permitted)
- ☐ Tiddle documentation ☐ Behaviour log ☐ Attendance data ☐ Parent communication

Section D: Classroom Strategies Already Implemented

Tick all attempted.

- ☐ Visual timetable ☐ Flexible seating ☐ Small group teaching ☐ Individual support ☐ Differentiated activities ☐ Peer support ☐ Manipulatives ☐ Sensory break ☐ Movement break ☐ Additional processing time
- ☐ Positive reinforcement ☐ Choice boards ☐ Visual instructions ☐ Social stories ☐ Emotional regulation strategies

Other:

Section E: Impact of Strategies

What strategies worked?

What strategies did not work?

Section F: Teacher Narrative

Please describe your concerns using objective observations rather than interpretations.

Parent informed?

☐ Yes ☐ No

Date:

Summary of discussion

Section H: Teacher Recommendation

- ☐ Classroom support only ☐ Observation by Learning Support ☐ Counsellor observation
☐ Parent meeting ☐ External assessment may be considered

Teacher Signature

Date

Coordinator Signature

Date

SKILL STORK INTERNATIONAL SCHOOL

Parent Referral / Parent Concern Form

Student Information	
Student Name	
Class	
Parent Name	
Relationship	
Phone	
Email	
Date	

1. What concerns would you like to share?

2. When did you first notice these concerns?

☐ Less than 3 months ☐ 3–6 months ☐ More than 6 months

Please explain.

3. Where do you notice these concerns?

Tick all that apply.

☐ Home ☐ School ☐ Playground ☐ Family gatherings ☐ Public places ☐ During routines ☐ During learning

4. Which areas concern you?

☐ Communication ☐ Behaviour ☐ Emotional wellbeing ☐ Social interaction ☐ Learning ☐ Motor development

☐ Sensory needs ☐ Health

Other

5. Child's Strengths

What does your child enjoy?

What are your child's strengths?

6. Previous Support

Has your child received:

☐ Occupational Therapy ☐ Speech Therapy ☐ Counselling ☐ Behaviour Therapy ☐ Psychological Assessment ☐ Medical Support ☐ None

If yes, please explain.

7. School Support Requested

☐ Classroom support ☐ Observation ☐ Parent meeting ☐ Learning Support ☐ Emotional wellbeing support
☐ Counselling

Parent Declaration

I understand that this form does not diagnose a disability.

I understand that any school observations are preliminary and intended to support my child's learning.

Parent Signature

Date

SKILL STORK INTERNATIONAL SCHOOL
Parent Consent for School Counselling Services

Date: _____

To: Parent(s)/Guardian(s) of _____

Class: _____

Subject: Consent for School Counselling Support

Dear Parent(s)/Guardian(s),

At Skill Stork International School, the wellbeing of every learner is at the heart of our educational philosophy. As part of our commitment to providing a safe, nurturing, and inclusive learning environment, we offer school-based counselling services to support students' social, emotional, behavioural, and personal development.

Based on observations and discussions, we believe that your child may benefit from meeting with our School Counsellor. These sessions are intended to provide guidance, emotional support, and age-appropriate strategies that will help your child thrive both academically and personally.

Please note that school counselling is supportive and educational in nature. It is not a psychological diagnosis, medical assessment, or clinical therapy. If, during the course of counselling, additional support from an external specialist is considered beneficial, this will always be discussed with you before any recommendations are made.

All counselling sessions are conducted in a confidential and professional manner. Information shared during counselling will remain confidential except where disclosure is necessary to protect the safety and wellbeing of the child or others, or where required by law. Relevant information may also be shared with authorised school personnel on a need-to-know basis to ensure appropriate educational support.

We value your partnership and believe that working together is essential for your child's overall development. Should you have any questions regarding the counselling process, we encourage you to contact the School Counsellor or the Inclusion Coordinator.

If you agree for your child to participate in school counselling sessions, kindly sign the consent below and return this letter to the school.

We appreciate your continued trust and support.

Yours sincerely,

School Counsellor

Principal
Skill Stork International School

Parent/Guardian Consent

I, _____, parent/guardian of
_____ of Class _____, have read and understood
the purpose of the school counselling services offered by Skill Stork International School.

I understand that these services are intended to support my child's social, emotional, behavioural, and
educational wellbeing and that they do not constitute medical or psychological diagnosis or treatment.

I hereby provide my informed consent for my child to participate in school counselling sessions conducted
by the School Counsellor.

Parent/Guardian Name: _____

Signature: _____

Date: _____

Contact Number: _____

SKILL STORK INTERNATIONAL SCHOOL MID-YEAR ADMISSIONS

Admitted between Dates		Fee Payable Proportion	Remarks
01-Apr	30-Jun	100%	Not considered as Mid-year admission
01-Jul	31-Jul	95%	No term-wise payment applicable
01-Aug	31-Aug	85%	No term-wise payment applicable
01-Sep	30-Sep	75%	No term-wise payment applicable
01-Oct	31-Oct	65%	No term-wise payment applicable
01-Nov	30-Nov	55%	No term-wise payment applicable
01-Dec	31-Dec	45%	No term-wise payment applicable
01-Jan	31-Jan	35%	No term-wise payment applicable
01-Feb	29-Feb	25%	Not Recommended to take admission
01-Mar	31-Mar	NA	Admission shouldn't be taken

Note:

Mid-year fee payable proportion is APPLICABLE to Tuition fee, Activity fee, Cafeteria & Transport fee heads only.

It is NOT APPLICABLE to Application fee, Admission fee, Worksheets/Resources fee, Toddler fee, Exam fee and Books & Uniforms purchase.

One-time fee payment concession or EMI fee payment option is NOT AVAILABLE for mid-year admissions

SKILL STORK INTERNATIONAL SCHOOL MID-YEAR CANCELLATIONS

Cancelled between Dates		Fee Applicable Proportion	Fee Refundable Proportion
01-Apr	30-Apr	10%	90%
01-Jun	30-Jun	20%	80%
01-Jul	31-Jul	30%	70%
01-Aug	31-Aug	40%	60%
01-Sep	30-Sep	50%	50%
01-Oct	31-Oct	60%	40%
01-Nov	30-Nov	70%	30%
01-Dec	31-Dec	80%	20%
01-Jan	31-Jan	90%	10%
01-Feb	31-Mar	100%	0%

Mid year cancellation fee refund is APPLICABLE to Tuition fee, Activity fee, Cafeteria & Transport fee heads only.

It is NOT APPLICABLE to Application fee, Admission fee, Worksheets/Resources fee, Toddler fee, Exam fee and Books & Uniforms purchase.

One-time fee payment concession, if applied will be cancelled for respective academic year only.

Any other concessions, if applied will be cancelled for respective academic year only.

For 0% interest EMI fee paid students, additionally subvention charges will apply.

ADMISSION FORM

No. _____ G.R. No. _____

AY20 ____ - ____

(For office use only)

Date of Joining

UID No

Grade

Board

Latest Photo
(Student)Latest Photo
(Father)Latest Photo
(Mother)Latest Photo
(Guardian)

KINDLY FILL THE FORM NEATLY AND IN CAPITAL LETTERS

Child's Full Name (As per Birth Certificate)

Child's Aadhaar No.

Gender

Place of Birth

Nationality

Date of Birth (dd/mm/yyyy)

Age as on 1st April

Religion

Caste

Minority	Muslim		Christian		Sikh		Jain		Others		NA	
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Category	General		BC					SC		ST		Others	
			A	B	C	D	E						

Identification Marks

School(s) attended previously (if any mention in descending order)

School Name	Board	Medium	From Grade	To Grade	From Academic Year	To Academic Year

Height at the time of joining

Weight at the time of joining

Blood Group

Primary language (Mother Tongue)

Allergies & Special diets

Medical History/History of major illness or disorder, if any

Please give details if the child is on any medication or suffering from any chronic ailment and any other information concerning the health of your child relevant to his/her care during school hours

Special Limitations or concerns or assistance required (if any)

Special needs (Tick whichever is applicable) (*Ours is an all inclusive school. Help us help your child better)

Visual Impairment	Speech Impairment	Locomotive Impairment	Hearing Impairment	Cerebral Palsy	Learning Disability	Autism	Multiple Disabilities	NA
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Proficiency/ Achievements in Sports/Co-Curricular/Extra Curricular activities / any others (if any)

Father's Information

Name		Aadhar No.	
Qualifications		Native Place	
Occupation		Annual Income	
Designation		Contact No.	
Company Name		WhatsApp No.	
Company Address		Email	

Mother's Information

Name		Aadhar No.	
Qualifications		Native Place	
Occupation		Annual Income	
Designation		Contact No.	
Company Name		WhatsApp No.	
Company Address		Email	

Sibling Information							
Sibling 1 Name				Sibling 2 Name			
Age		Grade		Age		Grade	
Sch./College Name				Sch./College Name			

Guardian's Information (only incase the guardian is fully responsible of the child)			
Name		Aadhar No.	
Qualifications		Native Place	
Occupation		Annual Income	
Designation		Contact No.	
Company Name		WhatsApp No.	
Company Address		Email	

Primary Contact : Father ☐ Mother ☐ Guardian ☐

Emergency Contact (Other than above mentioned) :

Name : _____ Relation with child _____ Contact no. _____

Name : _____ Relation with child _____ Contact no. _____

Present Address

H.No. _____

Building _____

Street : _____

City : _____

Mandal : _____

District : _____

State : _____

Pincode : _____

Landmark : _____

Permanent Address

H.No. _____

Building _____

Street : _____

City : _____

Mandal : _____

District : _____

State : _____

Pincode : _____

Landmark : _____

I/We hereby certify that the information given in the form is complete and accurate. We understand and agree that misrepresentation or omission of facts will justify the denial or cancellation of admission. We have read and do hereby consent to all the terms and conditions of the school.

Enclosures

Signature of Parent/Guardian with Date

Child's Aadhaar

☐

Child's Birth Certificate

☐

Fee acceptance agreement

☐

Father's Aadhaar

☐

Transfer Certificate
(Mandatory for Grade VIII & Above)

☐

Admission order

☐

Mother's Aadhaar

☐

Bonafide Certificate

☐

Others

☐

Address Proof
(only if not same as in Aadhar)

☐

Report card
(Last class passed)

☐

UNDERTAKING & CONSENT

INDEMNITY BOND

I understand that commuting by school transport, participation in all types of games, sports, camping, field trips, music, dance, art, laboratories, expeditions, etc. are a regular part of the school routine and curriculum.

I unambiguously accept that school authorities shall not be in any way responsible/liable for any damage/expense occurred on account of any loss/injury which may be sustained by the student at any time in the school or while commuting to and from the school or while taking part in any of the activities mentioned in para one or any other extra-curricular activities, or due to accident or natural calamity or on account of any other reason whatsoever causing directly or indirectly loss/injury.

FIELD TRIP PERMISSION

I, grant permission for my child, to participate in any field trip event that requires transportation. I understand that the school will maintain the highest possible safety standards, and I release the school and any accompanying teachers from responsibility or liability in case of an accident. I understand that this is a consent form for permission to all off-site events conducted by the school throughout the child's tenure in school.

PHOTO AND/OR STORY RELEASE

I give consent to the school to use my child's photographs/videotape taken during the course of the school year for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other media sources). I waive all claims for compensation for use, or for damages.

CONSENT FOR COUNSELLING

I authorize the school to refer my child to school counsellor for individual counselling if required. I understand that the school, will share with me the feedback of the same. I may withdraw this consent at any time by signing a written notice if I wish to discontinue the counselling of my child.

MEDICAL EXPENSES CONSENT

I understand that the school has tie-up with hospitals and in case of any emergency, if required my child will be taken to the hospital. Payment of any medical expenses incurred as a result of injuries sustained by a child does not constitute an admission of liability or waiver of any defense to claims of liability by school and it is hereby agreed by the undersigned that school reserves all its rights and defenses to any claim regarding or relating in any school-related injury.

I state that the above undertaking is voluntary and with my free will and consent

Sign. of Parent/Guardian

AGE CONSENT

I do hereby undertake and confirm.

1. That all information/certificates submitted by me/us relating to birth date & year are true and to the best of my/our knowledge and nothing has been concealed.
2. I/we hereby declare that the school has informed me/us that my/our ward is underage for the above mentioned grade as per the current requirement of the Education policy.
3. I/we were explained by the school in detail that this may lead to
 - a. under performance in the class
 - b. barred from appearing in some examinations/ competitions due to age restriction criteria
4. The school has explained that, if we still intend to make the child to continue in the aforesaid class, then we solemnly agree to take up any consequences faced as mentioned in the above point 3 and sub point (a) and (b) or any other rising out of under age issues and the school shall nowhere be held liable for it.
5. That I/we hereby accept unambiguously all the above-mentioned terms and conditions of the school and undertake to fully abide by them.
6. I/we have mutually state that the above undertaking is voluntary and with our free will and consent we instruct the school that my/our ward will continue to study in the aforesaid grade.

Grade eligible (as per age) _____ Grade admitting to _____

Age shortfall than required _____ years _____ months

Father Sign with date

Mother Sign. with date

Receiver's Name & Signature

Signature of Principal

POLICY REVIEW PROCESS

COLLABORATIVE • REFLECTIVE • IMPACTFUL

A structured process to ensure our policies remain relevant, effective, and aligned with our mission, values, and the needs of our community.



Aligned to
Vision & Mission



Inclusive
Stakeholder Input



Evidence Based
& Practical



Supports Student
Learning & Well-being



Continuous
Improvement

1

**INITIAL
REVIEW**



Evaluate the policy against key criteria.

- Purpose and alignment
- Clarity and language
- Implementation and procedures
- Monitoring and evidence
- Review and improvement cycle

ASK:



- Is the policy clear, relevant, and practical?
- Is it being implemented effectively?
- How do we know?

2

**STAKEHOLDER
REVIEW**



Different perspectives create stronger policies.

TEACHERS



Classroom
Perspective

Focus:

Practicality,
Implementation,
Classroom Impact

**ACADEMIC
COORDINATORS**



Programme
Perspective

Focus:

Programme Alignment,
Monitoring, Systems
& Accountability

PARENTS



Home-School
Perspective

Focus:

Communication,
Support, Partnership
& Child Development

PRINCIPAL



Whole School
Perspective

Focus:

Compliance, Resources,
Consistency & School
Improvement

**DEAN
(STUDENT AFFAIRS)**



Student Well-being
Perspective

Focus:

Student Impact, Equity,
Agency, Rights &
Well-being

DIRECTOR



Strategic
Perspective

Focus:

Strategic Alignment,
Future Readiness,
Governance & Growth

We listen, reflect and integrate diverse voices to strengthen our policies.

3

**POLICY
QUALITY
AUDIT**



Check for essential policy elements.

- ✓ Purpose Statement
- ✓ Scope
- ✓ Guiding Principles
- ✓ Roles & Responsibilities
- ✓ Procedures
- ✓ Timelines
- ✓ Communication Plan
- ✓ Monitoring Mechanisms
- ✓ Documentation Requirements
- ✓ Review Cycle
- ✓ References
- ✓ Version Control



Ensure the policy
is complete,
clear, and
actionable.

4

**GAP
ANALYSIS**



Identify what's missing and what needs improvement.



Identify Gaps

What is missing?
What is unclear?
What is outdated?



Improve

What can be strengthened?
What new requirements
should be included?

5

**ACTION
PLANNING**



Plan actions to strengthen and implement the policy.



Define
Actions



Assign
Responsibility



Set
Timeline



Determine
Success
Indicators

6

**FINAL
RECOMMENDATION**



Make an informed decision.



Approve
without
changes



Approve with
minor
revisions



Major
revisions
required



Rewrite
required



**TOGETHER, WE CREATE POLICIES
THAT INSPIRE LEARNING,
WELL-BEING AND EXCELLENCE.**



REVIEW CYCLE

Most policies are reviewed annually.
Some are reviewed every 2 years.



**REVIEW
REFLECT
IMPROVE**

Better Policies. Better Future.

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