

Access and Admissions Policy

2026–27 | TSS-CUR-04

Scope	Whole school: KG1–Year 13
Policy owner	Head of School
Operational lead	Relevant school lead / IB DP Coordinator
IB alignment	Culture 1 (0301-01), including DP access requirements
Review cycle	Annual

IB Mission

“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.”

The Sultan's School Mission Statement

“The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university. The school seeks to provide a broad and balanced education to the highest quality which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students.”

IB Learner Profile

The IB learner profile aims to develop learners who are:

Inquirers	Knowledgeable
Thinkers	Communicators
Principled	Open-minded
Caring	Risk-takers
Balanced	Reflective

Assessment at TSS is grounded in the school's educational mission and aligned with the philosophy and principles of the International Baccalaureate.

1. Purpose and school context

This is a whole-school policy for The Sultan's School (TSS), applying from KG1 to Year 13. TSS is a bilingual Arabic-English school in the Sultanate of Oman. Its educational model combines Omani national requirements with international curricula and seeks to provide a broad and balanced education that strengthens Omani and Islamic culture and identity while developing international-mindedness, academic excellence, leadership, service and lifelong learning.

The policy is designed to operate coherently across the school's phases: Early Years; Primary; Middle School (Years 7–9); IGCSE (Years 10–11); and the IB Diploma Programme (Years 12–13). Where an examination board, the International Baccalaureate, or the Ministry of Education sets a specific requirement, that requirement takes precedence for the relevant programme.

2. Policy principles

- Admissions and pathway decisions are transparent, fair and made in the educational interests of the applicant and the existing school community.
- TSS seeks to admit and support students for whom the school can provide an appropriate education, while recognising learner variability and avoiding unnecessary barriers.
- Admission to TSS does not automatically guarantee access to every later programme, subject or level; progression decisions are based on readiness, programme requirements, support needs and viable provision.
- No decision should rely on a single test score or grade where a broader body of relevant evidence is available.
- Families are expected to provide complete and accurate educational, language, learning-support and other relevant information.

3. Whole-school admissions and transition

The Admissions team works with academic leaders and, where relevant, Inclusion, language and pastoral staff. Evidence may include prior school reports, age and year-group placement, assessment information, language profile, interview or observation, learning-support information and other educational evidence. The school may recommend support, a particular placement, or further assessment before an offer is confirmed.

3.1 Early Years and Primary

Admissions decisions consider developmental readiness, age-appropriate learning information, language background and the school's capacity to provide suitable support. Bilingual development is viewed as a strength; students are not expected to arrive equally proficient in Arabic and English.

3.2 Middle School (Years 7–9)

Placement and transition consider prior curriculum experience, attainment, language profile and readiness for the bilingual TSS curriculum. Guidance in Years 8–9 prepares students for informed IGCSE choices.

4. IGCSE-specific provisions (Years 10–11)

The IGCSE programme is a two-year pathway and an important preparation for the IB Diploma Programme. Subject selection is therefore both an access and a guidance process. Students study the school's required core subjects and select electives from the option structure published for the relevant cohort.

- Subject choices are made with guidance from the IGCSE Coordinator, University Guidance Counsellor, Head of Secondary and relevant subject staff.
- Prior attainment, demonstrated interest, future study plans and the demands of the subject are considered.
- Option blocks may change according to student demand, staffing and timetable feasibility; not every combination can be guaranteed.
- Where a subject has recommended readiness criteria, these should guide successful placement rather than operate as an unnecessary barrier.
- Students joining during the two-year IGCSE course are considered individually because syllabus coverage and coursework requirements may affect viable entry.

5. IB Diploma-specific provisions (Years 12–13)

TSS promotes access to the full IB Diploma for the broadest reasonable range of students and actively encourages suitable students to pursue the full Diploma. Entry and subject placement are based on a holistic review of readiness and the likelihood of successful participation.

- Evidence may include IGCSE/equivalent outcomes, performance over time, subject-specific readiness, language proficiency, approaches to learning, attendance, motivation, wellbeing and future university requirements.
- No single grade should normally determine access to the full Diploma in isolation.
- Students must construct a programme that meets current IB requirements, including the DP core, and subject choices must be consistent with current IB language-placement rules.
- The school publishes current IB DP Entrance and Subject Entry Criteria as a separate operational document. These criteria support placement decisions and are reviewed periodically; they are applied alongside the holistic review described in this policy.
- Exceptions to normal subject guidance may be approved by the Head of School and DP Coordinator where evidence indicates a reasonable prospect of success with appropriate support.
- Students and families receive guidance on university prerequisites, but responsibility for final course choices is shared with the student and family.

6. Access, inclusion and appeals

Where a student has a learning, language, physical, sensory, medical or other access need, the school considers reasonable provision in conjunction with the Inclusion Policy. A family seeking reconsideration of an admissions or pathway decision may write to the Head of School with relevant evidence. The Head of School will review whether the policy was applied fairly and communicate the outcome.

Once admission or programme placement has been confirmed, ongoing identification of barriers and provision of inclusive access arrangements are governed by the Inclusion Policy.

7. Responsibilities

- Head of School: strategic oversight and exceptional/appealed decisions.
- Admissions: accurate information gathering, communication and coordination.
- Phase leaders / coordinators: appropriate placement, transition and programme guidance.
- Inclusion and language staff: advice on barriers, provision and support.
- Teachers / Heads of Department: evidence-based subject guidance.
- Students and parents: honest information, active participation in guidance and informed decision-making.

Monitoring, communication and review

The policy will be communicated through staff induction and professional learning, student and parent guidance, relevant handbooks and the school website or parent portal as appropriate. Implementation will be monitored through school data, quality assurance, stakeholder feedback and review of cases. The policy will be reviewed annually and earlier where changes to Omani requirements, examination-board regulations, IB requirements or school practice make this necessary.

Related policies and documents

- Safeguarding and Child Protection Policy
- Behaviour / Student Conduct Policy
- Teaching and Learning Policy
- Inclusion Policy
- Language Policy
- Assessment Policy
- Current IBDP Entrance and Subject Entry Criteria
- Complaints and Appeals procedures
- Data Protection / Acceptable Use of Technology guidance
- Current examination-board regulations and subject specifications
- Current IB programme documentation and procedures

Reference base

- IB Programme standards and practices (Culture through policy implementation, 0301).
- Current IB guidance relevant to this policy and the Diploma Programme.
- The Sultan's School published curriculum and programme information.
- Applicable Ministry of Education requirements in the Sultanate of Oman.