



INTERNATIONAL SCHOOL
Ikast - Brande

Admissions Policy

Previous Review	
Current policy	March 2026
Next review	March 2028

Mission

The International School Ikast-Brande is a school committed to the happiness and sustainability of our community. Focused on excellent academics and developing individual skills and attributes we prepare students for the challenges of an ever-changing world.

Overview

At ISIB, we are committed to providing an excellent academic environment that fosters the development of individual skills and attributes, preparing students for the challenges of a rapidly changing world. We welcome applications from all students, regardless of their background, who are pursuing a school that focuses on academic excellence and personal growth.

Language of Instruction

English is the language of instruction at ISIB. Students will be supported throughout their time at the school to improve and develop their English language skills.

Admission Criteria

While we strive to offer a supportive environment for every student, there may be instances where we are unable to accommodate a student if our staff resources, staff training, or physical environment are insufficient to meet their needs.

Additionally, failure to provide accurate information, or to disclose previous student assessments or known learning profile requirements, may lead to a denial of admission or a subsequent withdrawal of the offer of enrollment.

Placement

Student placement is determined based on several factors, including age, academic experience, and social maturity. A student's previous academic history, including any assessments and progress in other educational systems, will also be considered. The school aims to place students with their chronological peers unless there is a compelling reason to place them differently. The final placement decision rests with the Head of School, based on the best interests of the student.

Cambridge IGCSE and Danish FP9 Exams

Students who are capable of attempting the Cambridge IGCSE examinations will be encouraged and supported to do so. The decision on whether a student is ready to complete the full suite of IGCSE exams is made during the IGCSE years, in consultation with the family, and will consider academic achievement, language acquisition, motivation, and learning support needs.

The same guidance is provided for students registered for the Danish FP9 exam.

Admissions Process Overview

We aim to make the admission process as simple and clear as possible. The following steps outline the general process:

Step 1: Contact and Visit

• Families may either use our online calendar to book a visit or contact the school office directly.

• A school tour or online meeting will be arranged and conducted by the Secretary.

• During the visit, families will also meet the Head of School, who will introduce the school's philosophy and answer any questions.

• After the visit, families can decide whether they wish to apply.

• Applications are submitted online through the Admissions section of the school website.

Step 2: Application Submission

• Before officially applying, we will offer your child a taster day to help them better understand the school environment and assist your family's decision-making process.

• If you choose to proceed, please complete the online Application Form and submit the required documents: current school records (if applicable), letters of recommendation, special needs history (if any), and a recent photograph of your child. These documents help us prepare for the next steps.

Step 3: Interview and Assessment

• Upon receiving your application, we will schedule a follow-up visit or online meeting to better understand your child's educational background, interests, and learning style.

• Placement tests in English and Math may be administered for some grade levels.

• For international families, if the meeting is conducted online, assessments will be done once the child arrives at school.

Step 4: Financial Overview

• If a place is offered, we will send you a financial overview outlining the registration fee, the first month's tuition, and a deposit equal to two months' tuition.

• The deposit is refundable when your child leaves ISIB. All payments must be made before the place is confirmed.

Step 5: Placement Decision

• Placement is based on age, academic experience, and social maturity. Students are typically placed with their chronological peers unless there is a compelling reason not to.

• The final decision rests with the Head of School.

General Admissions Process

1. School Tour or Online Meeting
ÅConducted by: Secretary and Head of School
ÅDescription: Families may book a visit through our online calendar or contact the school office. The Secretary provides a tour and general information, and the Head of School introduces the school's philosophy, curriculum, and learning environment.
2. Optional Taster Day (if applicable)
ÅConducted by: Teaching Team and Secretary
ÅDescription: A taster day may be arranged prior to formal application to give the student a feel for the school environment and support the family in making an informed decision.
3. Interview with Parents and Student
ÅConducted by: Head of School and Secretary
ÅDescription: A conversation to explore the child's educational background, learning style, and family expectations.
4. Assessment of Current Level
ÅConducted by: EAL teacher or classroom teacher
ÅDescription: Informal assessments are used to understand the student's academic level and social-emotional readiness, informing placement and support planning.
5. Follow-up Discussion
ÅConducted by: Head of School and Secretary
ÅDescription: Assessment outcomes are reviewed with the family to identify any necessary support and ensure alignment of expectations.
6. Consultation with EAL Teacher (if applicable)
ÅConducted by: EAL Teacher
ÅDescription: For students requiring English language support, the EAL teacher assesses language needs and recommends support strategies.
7. Information Uploaded to Daybook
ÅConducted by: Secretary
ÅDescription: Key background information, assessment data, and transition strategies are shared with teaching staff via the school's internal system.
8. Final Review and Admission Decision
ÅConducted by: Secretary and Head of School
ÅDescription: The committee conducts a holistic review of all information to ensure the school can meet the student's needs and foster their success.
9. Notification of Admission Status
ÅConducted by: Secretary

ÅDescription: Families receive written confirmation of the admission decision within two weeks.

10. Enrollment and Orientation

ÅConducted by: Secretary

ÅDescription: Once admitted, families complete the enrollment process and begin life at ISIB.

Early Years Admissions

For our youngest learners, the admissions process includes additional steps designed to support a smooth and positive transition into the school environment. These steps allow the school to understand the child's needs, build relationships with families, and ensure appropriate support from the outset.

The process typically includes the following stages:

1. School Tour and Initial Meeting

Parents and the child are invited to visit the school and meet with relevant staff to gain an understanding of the learning environment and daily routines.

2. Initial Play Session with Parents

The child is invited to attend a play session at the school accompanied by their parent(s) or guardian(s). This allows staff to observe the child in a relaxed and supportive setting.

3. Follow-Up Internal Discussion

The Secretary, SLT, and EY Leader meet again to reflect on observations from the initial play session.

4. Discussion with Parents

A meeting with parents is held to share observations, discuss the child's needs, and answer any questions regarding the transition process.

5. Extended Trial Sessions

Where appropriate, the child may be offered longer or multiple sessions. These may include:

- A one-hour session without parents present
- A two-hour session
- A half-day or morning session

6. Further Internal Review

The SLT and EY Leader meet to review the child's participation in the extended sessions and consider any support needs.

7. Contact with Previous or Current Setting

With parental consent, the school may contact the child's previous or current educational setting to gather relevant information to support the transition.

8. Final Decision and Transition Planning

A final decision is made regarding admission, and a transition plan is developed where necessary to ensure appropriate support for the child.

Flexibility of the Process

This process may be adapted according to the individual needs of the child, the family, and the school in order to ensure the most supportive and effective transition possible.