



LADY ANDAL SCHOOL

ADMISSION POLICY

Year of Publication: 2019
Review of Publication: 2025

Review Committee: *Being a working document, this policy is regularly reviewed by the Head of School, Coordinators, School Counsellor, Learning Diversity Educator, Teachers and Parents.*

Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

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.

IB Learner Profile Attributes

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Statement of Philosophy

At Lady Andal School, we firmly believe in the transformative power of education and are committed to cultivating and sustaining an inclusive learning community. Our admissions policy celebrates diversity, respects individuality, and ensures equal opportunities for all students by emphasizing their holistic development.

Through a fair and comprehensive admissions process, we seek students who embody the values of the IB programme, appreciate intercultural understanding, and demonstrate the motivation to thrive academically, socially, and emotionally. We are dedicated to creating a safe, supportive, and enriching environment where every student is empowered to flourish and contribute meaningfully to our diverse global society. We believe that education has the potential to shape lives, unlock opportunities, and foster a better world—and we take seriously our responsibility to nurture each learner’s potential.

Our admissions policy actively embraces diversity in all its forms. We welcome students from a range of cultural, socioeconomic, and academic backgrounds, including those with inclusive educational needs. We believe that a diverse student body enriches the learning experience by fostering empathy, compassion, and intercultural understanding—essential qualities for success in today’s interconnected world.

While academic excellence is a key component of our educational journey, we also recognize the importance of co-curricular and extra-curricular development. We strive to provide an intellectually stimulating environment that nurtures curiosity, creativity, resilience, and a love for learning. Our approach encourages students to explore various facets of the IB learner profile and develop essential skills through multiple approaches to learning.

At Lady Andal School, student well-being and agency are central to our ethos. We prioritize a positive, respectful school culture, foster meaningful relationships, and provide robust support systems that enable every learner to grow with confidence and purpose.

Through this inclusive admissions policy, we aim to build a community of lifelong learners who value collaboration, embrace diversity, and are equipped to make a positive, sustainable impact in an ever-changing world.

Alignment of the Admission Policy with the Standards and Practices, 2020

The Admission Policy of Lady Andal School aligns with the Standards and Practices, 2020 document. Our Admission Policy is built on the following standards and practices:

Culture 1: The school secures access to an IB education for the broadest possible range of students.

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school’s programme(s).

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school’s programme(s) for as many students as reasonable.

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students.

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrolment and requires the school offer the relevant national or state/provincial curriculum to certain students.

PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school.

Admission criteria

The admission selection process at our school is initiated upon the submission of a completed enquiry form along with all the required documents and information as requested. It is essential for applicants to provide a comprehensive set of documents, as the school will not be able to proceed with the admission decision in the absence of these.

Students must meet the eligibility requirements, including the appropriate age at the time of admission, and submit school records such as the Transfer Certificate and Conduct Certificates. Progress Reports from the previous school will be reviewed by the pedagogical leadership team at the time of admission interview and returned to the family.

For admissions into Grade 6 and above, students are required to take a screening test to assess their fundamental knowledge in Mathematics and English. This screening test is not the sole criterion for admission. Its primary purpose is to understand the student's current level of learning and to determine the level of support the school needs to provide to ensure a smooth onboarding process.

In certain cases, students seeking admission for Grades 3 to 5 may also be required to take a screening test. This may occur if the applicant has had gaps in their academic year or has frequently changed schools in the past.

If a prospective student has inclusive learning needs, they may be invited to interact with the School Counsellor or Learning Diversity Educator. The objective of this interaction is to understand the specific support and facilities the school needs to offer, should the admission be confirmed. Additionally, this interaction will help assess the child's eligibility based on age criteria and intellectual readiness.

Age specification

We adhere to the age criteria set by the Government of India, which determines the appropriate age range for each grade level. The statistical age norm per Grade as on 1st April of the year applied for is as below:

GRADE	AGE CRITERIA (in years)
EYP I	4 - 5
EYP II	5 - 6
PYP I	6 - 7

PYP II	7 - 8
PYP III	8 - 9
PYP IV	9 - 10
PYP V	10 - 11
MYP I	11 - 12
MYP II	12 - 13
MYP III	13 - 14
MYP IV	14 - 15
MYP V	15 - 16
DP I	16 - 17
DP II	17 - 18

Eligibility for fee concession

At Lady Andal School, we believe in fostering strong community relations and supporting families wherever possible. As a result, a percentage of fees may be waived for the following categories:

- Staff children: Concessions are extended to children of full-time staff members of the school, as a part of our commitment to staff welfare and community building.

Note: All concessions are subject to the discretion of the school's management. The school reserves the right to request additional information or decline requests based on available resources and policy guidelines.

Approach to Inclusion

At Lady Andal School, inclusion is a core value that guides our educational philosophy and admissions practices. We are committed to creating an environment where every learner feels valued, supported, and empowered to succeed, regardless of their individual differences or learning needs.

Our inclusive approach ensures that students- including those with learning differences, physical challenges, or social-emotional needs are welcomed into our school community based on the infrastructure and resources available at our campus. We work collaboratively with families, specialists, and facilitators to provide appropriate accommodations, support systems, and learning pathways that enable every child to reach their full potential.

In alignment with the IB's commitment to inclusive education, we believe that diversity enriches learning and prepares students to thrive in a global society. Our decisions to admit

students are based on the understanding that every learner has unique strengths, and we are dedicated to providing equitable opportunities for all.

Legal compliance

Lady Andal School upholds all applicable local, state, and national regulations governing school admissions. Our admissions procedures are conducted in accordance with the guidelines set by educational authorities and are aligned with the principles of transparency, fairness, and non-discrimination.

We ensure that all personal and academic information collected during the admission process is handled with confidentiality and used solely for educational purposes, in compliance with data protection and privacy laws. The school reserves the right to verify the authenticity of submitted documents and take necessary action in the event of discrepancies.

By adhering to these legal standards, we aim to maintain the integrity of our admission process and uphold the trust of our parent and student community.

Programme Specific Information

PYP Overview

The Primary Years Programme (PYP) at Lady Andal School is designed for students aged 4 to 11 years. The programme adheres to the mandatory standards and practices of the IBO, complies with the legal requirements of the state and host country, and aligns with the broader expectations of The Madras Seva Sadan.

At Lady Andal School, the PYP is delivered through the six transdisciplinary themes outlined by the IBO. The programme emphasizes the development of knowledge, skills, and conceptual understanding through inquiry-based, play-based, and technology-integrated learning and teaching. Learning is transdisciplinary in nature, with intentional opportunities for subject-specific instruction to strengthen foundational skills across disciplines.

The medium of instruction is English. From EYP 2 onwards, all students are required to learn Tamil as the Language C. In addition, students are required to choose one second language—Hindi, German, or Spanish—as part of their language acquisition journey. At Lady Andal School, we believe in strengthening every student's language portfolio. Emphasis is placed on multilingual instruction and translanguaging, supporting students to make meaningful connections across languages and contexts.

Assessment in the PYP is an ongoing and integral process. Systems are in place to monitor, document, measure, and report student learning across all subject areas in alignment with IB expectations.

Learning support is provided based on individual student requirements. With inclusion at the heart of our approach, Lady Andal School is committed to designing authentic learning experiences that equip all learners with the knowledge, skills, and conceptual understanding required for their grade level.

A typical week for a PYP student includes Unit(s) of Inquiry, Language, Numeracy, Visual and Performing Arts, PSPE (Personal, Social and Physical Education), Swimming, Yoga, Club Activities, Physical Education, and Co-Curricular activities.

MYP Overview

The Middle Years Programme at Lady Andal School is designed for students aged 11 to 16 years and builds on the foundation of the Primary Years Programme. The MYP promotes intellectual challenge and encourages students to make practical connections between their studies and the real world. It is a five-year programme that prepares students for success in further education and life beyond school.

The curriculum framework of the MYP comprises eight subject groups, which are taught with a strong emphasis on conceptual understanding and interdisciplinary learning. Students engage in inquiry-driven learning experiences that support the development of critical and creative thinking, effective communication, and responsible action.

The medium of instruction is English. Language acquisition is a key component of the MYP, and students choose from available second language options to continue building their multilingual competence. Emphasis is placed on global engagement, intercultural understanding, and fostering international mindedness through academic and personal learning. Assessment in the MYP is criterion-related and focuses on student growth. Teachers use a range of formative and summative strategies to evaluate understanding and provide meaningful feedback. The programme culminates in the MYP Personal Project, an independent, student-led inquiry that reflects the learner's interests and skills.

Technology is integrated purposefully to support research, collaboration, and innovation. Students also engage in service as action, applying what they learn to contribute meaningfully to their community. The MYP at Lady Andal School aims to develop active, compassionate, and lifelong learners who are prepared to navigate the complexities of the modern world.

DP Overview

The Diploma Programme at Lady Andal School is offered to students aged 16 to 19 years and is a rigorous pre-university course of study recognized by leading universities worldwide. The DP encourages students to become knowledgeable, inquiring, caring, and principled individuals who are prepared to meet the demands of higher education and global citizenship.

The curriculum is made up of six subject groups along with the DP core, which includes the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). Together, these elements support the development of research, reflection, and real-world engagement. Students are encouraged to think critically, explore diverse perspectives, and take responsibility for their own learning.

The medium of instruction is English. Students are offered a range of subjects across the six groups, with flexibility to make choices that suit their academic interests and career goals. Language acquisition, cultural understanding, and international-mindedness are woven throughout the programme to promote global awareness.

If a student request to study in their native or home language as Language A, the following

options will be considered:

- School – supported self – taught Language A: Literature courses that can be offered in cases in which a student wishes to study a language A which is not offered in the school.
 - For the SSST course the school will appoint a supervisor who is a teacher of DP Language A.
 - Additionally, SSST students must have the support of a tutor in the language A that they are studying.
 - The school will play an important role in the selection process of the tutor.
- Bi – lingual Diploma – as an alternative to the diploma certificate, can be awarded to a candidate who:
 - Completes two languages selected from group 1 with the award of a grade 3 or higher in both.
 - Completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidates nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from 3 or 4.

Assessment in the DP is both internal and external, with a strong emphasis on academic integrity and consistent global standards. Students are evaluated against well-defined criteria, and the final IB diploma is awarded based on their overall performance across all components. At Lady Andal School, DP students are supported by experienced educators, individual guidance, and a balanced academic environment. The programme challenges students intellectually while encouraging personal growth, resilience, and active participation in society.

For students seeking admission to the DP programme, the process will consist of:

- An interview with the Programme Coordinator and the Career Guidance Counsellor.
- A review of Grade 9 and 10 results (any curriculum), conducted by the Coordinator, Counsellor, and subject teachers.
- A diagnostic assessment in English, Math, and Language Acquisition.
- Students share previous grade reports and certificates (if applicable).
- Subject levels will be determined with an eye on individual preference and previous record of achievement and proficiency.

Transfer cases: Admission directly into the second year of the IB Diploma Programme (DP 2) is strongly discouraged and will only be considered in exceptional cases. The school's primary responsibility is to safeguard the integrity of the Diploma and ensure all students are adequately prepared for assessment.

Language of Instruction: The primary language of instruction in the IB DP at Lady Andal School is English.

Language Requirements: All students must study at least two languages during the IB DP. Lady Andal School requires that applicants have proficiency in the language of instruction—English and meet the language proficiency requirements for the second language – German, Spanish, and Hindi.

International and Local Students:

International Students: Applicants for IB DP whose first language is not the language of instruction may need to provide proof of language proficiency through a standardized language test (e.g., TOEFL or IELTS).

Local Students: Local students are expected to meet the minimum academic standards set by the school for progression into the IB DP.

Students will be admitted only to the full Diploma Programme (at present, we do not offer IB DP certificate courses).

Course Prerequisites:

Applicants must meet certain course prerequisites to ensure they are prepared for the IB DP. Subject selection will be based on the student's performance in the subjects studied prior to entering the IB Diploma Programme.

For example:

- To take Higher Level (HL) Mathematics, applicants must have completed the subject with competitive grades in their previous year to qualify.
- To take Higher Level (HL) Sciences, applicants must have completed the subject with competitive grades in their previous year to qualify.

Subject Selection: Students should choose a balanced range of subjects, and may consult the IB DP Coordinator and the College Counsellor for guidance.

Students who score above 80% in relevant subjects will be eligible to select Higher Level (HL) options, while students with scores below 80% will be advised to choose Standard Level (SL) options.

Subjects offered:

	MYP Subjects	DP Subjects
First Language	English: Language and Literature.	English A: Language and Literature (HL/SL) SSST - Language A Literature
Second Language	Language B: Hindi, German Spanish	Hindi B (HL/SL) German (SL) Spanish (SL) Spanish (Ab Initio) Hindi (Ab Initio) German (Ab Initio)
Third Language	Communicative Tamil	Communicative Tamil
Individuals and Societies	Integrated Humanities	Business Management (SL/HL) Global Politics (HL/SL) Psychology (HL/SL) Environmental Systems and Societies (Interdisciplinary)
Sciences	Integrated Sciences (Grades 6 – 8) Biology (Grade 9 – 10) Physics (Grade 9 – 10) Chemistry (grades 9 – 10)	Physics (HL/SL) Chemistry (HL/SL) Biology (HL/SL) Design Technology (HL/SL) Sports, exercise, and health science (HL/SL) Environmental Systems and Societies (Interdisciplinary)
Mathematics	Mathematics	Mathematics: Analysis and Approaches (HL/SL) Mathematics: Applications and Interpretations (HL/SL)
Arts	Music Visual Arts	Visual Arts (SL)
Core	Personal Project Service As Action	Creativity, Activity, Service The Extended Essay Theory of Knowledge

Admission Process

Steps to take admission

We welcome applications from students who meet the age and grade level requirements for the desired IB programme. Our admission policy aims to ensure a fair and transparent process while considering the academic potential, personal attributes and diversity of applicants.

The basic outline of the admission process for Lady Andal School is as follows:

- **Expression of interest:** Prospective students must complete the official enquiry form available on the school website. This form collects basic personal information about the student and the family. The Admission Enquiry Form (refer to Appendix 1.2) should be submitted within the specified timeframe.
- **Contact from Admissions in-charge or the Administration Lead:** The Admissions Head or the Administration Lead will contact the prospective parents to provide them more information about the school and the IB programmes offered. A school visit can be arranged by fixing a prior appointment with the Administration Lead.
- **Admission Interview:** Based on the initial review of applications, parents and students will be invited for an interview with the Pedagogical Leadership Team (PLT). The meeting is typically held in person; however, online meetings can be arranged for prospective parents who are not currently in the city. The purpose of the interview is to understand the families better and ensure that the educational philosophies are aligned. This interaction would help the school to understand more about the student's interests and passions and help us understand ways in which we can support the child.
- **Screening test:** Depending on the programme, grade level, and student needs, applicants may be required to complete a screening test. The purpose of this test is to assess the student's current level of learning and to determine the level of support the school needs to provide to ensure a smooth onboarding process. The assessment evaluates the applicant's basic literacy and numeracy skills and is conducted as a paper-based, one-on-one session for students seeking admission from MYP 1 onwards. In certain cases, the screening test may also be administered to students applying for admission to PYP 3 to PYP 5. This may occur upon parental request or when there have been academic gaps in the child's prior learning, or frequent school transfers that necessitate support in appropriate class placement.

For students with inclusive learning needs, the Learning Diversity Educator and/or the School Counsellor will interact with the student and their parents. This interaction is aimed at understanding the specific support and accommodations the school may need to provide. Please note, there are no formal assessments or diagnostic tests conducted by the school for students with inclusive needs. Referral forms or diagnostic reports from a certified clinician is required for students with inclusive needs.

The screening test can be taken on the day of interaction with the PLT or within a week of interaction with the PLT.

- **Admission Decision** – The Admissions Head will inform the parent about the status of the application. If the child is selected, the parent will be invited for an in-person meeting to discuss admission details, including fees. Parents will then be directed to the Accounts Department, where they will receive instructions for making the payment. The school accepts payments only through online NEFT transfer to the school’s official bank’s online portal. Login credentials for the portal will be provided, and parents are required to complete the payment for the academic year. Upon completion of the payment, the parent receives the receipt and the Application Form.
- **Confirmation of Admission-** The completed Application Form along with the required documents are to be submitted to the Admissions Head. Upon verification of the documents, the admission for the student is confirmed. Admitted students will receive an official letter of enrolment along with an invitation for Parent Orientation.
- **Parent Orientation-** Parents are invited to an orientation programme where they are introduced to the history and legacy of The Madras Seva Sadan, along with key guidelines to help them and their children adapt to the school’s expectations. This session is led by the Correspondent and the Joint Correspondent. During the orientation, reopening day guidelines (refer to Appendix 1.3) are shared with parents, and these are later sent as a reopening day circular for their reference.
- **School essentials:** At this stage, the administrative team will reach out to parents and provide information regarding school essentials such as uniforms, notebooks, school shoes, and digital platforms- Toddler for PYP, and ManageBac for MYP and DP. Additionally, students will receive the School Handbook, which outlines the school’s rules, expectations, and important guidelines.

Throughout this process of taking admission at Lady Andal School, the Admissions Head remains as the point of contact for the parent to assist them at any stage during the admission. The admission process for mid-academic year applications remains the same as that for regular admissions, except for the Parent Orientation. Lady Andal School accepts admissions throughout the academic year. For students joining mid-year, orientation is provided in phases through programmes conducted by the respective Programme Coordinators, covering key aspects such as the curriculum, exhibitions, and assessments. Additionally, student-led conferences, parent–teacher meetings, and one-to-one sessions with the coordinators (upon request) are some of the ways in which mid-year parents and students are familiarized with the school’s systems and processes.

Application Timeline

Lady Andal School welcomes applications for admission to grades EYP 1 to DP 2 throughout the academic year. Prospective students can submit their applications at any time, and these applications will be considered in accordance with the admission criteria stated in this policy. This allows students to join the school community and embark on their educational journey without having to wait for specific admission periods.

The availability of places in each grade is dependent on the capacity of the school. While we strive to accommodate as many qualified applicants as possible, the number of available seats may vary. Therefore, it is recommended for applicants to submit their applications in a timely manner to enhance their chances of securing admission. As and when a place becomes available in the desired grade, the applications will be evaluated, and the candidates will be

informed about the same.

Documentation required during admission

The admission selection process at our school is based on the submission of a completed enquiry form and all the necessary documentation and information as requested. It is important for applicants to provide a comprehensive set of documents, as without them, the school cannot decide on admission. All documents must be clear, legible and scanned copies of the original documents. Information provided in each of these documents must tally and match with each other. Incomplete forms will be returned, and parents will be required to fill it.

The required documents for admission are as follows:

- Student birth certificate- scanned copy
- Student and Parents Aadhar card- scanned copy
- Valid passport and visa (for International Students)- scanned copy
- A transfer certificate issued by the previous school- original copy
- Academic records from the previous school- scanned copy
- Medical records (if required)
- Special Educational Needs (SEN) recommendations provided by appropriate professionals, such as doctors, psychologists, or counselors. (if required)
- 3 passport size photographs of the student (not older than 6 months)
- 1 Family photo (post card size)
- Photocopy of Final Grade 10 Transcripts (ICSE / SSC / CBSE / IGCSE/MYP) once the board results are released.
- Conduct Certificate from the school last attended

At our school, the safety and well-being of every child is of utmost importance. To ensure that we are well-informed and prepared to support the child, we request parents to provide clarity regarding the family situation, if relevant. This includes information about the legal guardianship, custody arrangements or adoption status, if applicable. Such information helps us ensure that the child's daily routines, such as pick-up and drop-off arrangements, as well as emergency contacts, are managed smoothly and with full understanding of the family's preferences and legal considerations.

In addition, if a child has any medical conditions, it is essential for the school to be informed about the nature of the condition, along with recent medical reports. Parents are requested to orient the teaching and support staff who will be working closely with the child, ensuring that they are aware of the condition and know the appropriate response procedures. This includes providing clear instructions on any emergency protocol to be followed.

We seek this information solely in the interest of your child's safety, comfort, and well-being while they are at school.

These documents help us gain a comprehensive understanding of the student's background, educational history, and any specific needs they may have. In addition to the documentation, the availability of a place in the school is considered, considering the capacity and resources of the school. While we strive to accommodate as many qualified applicants as possible, the

number of available seats may be limited.

Admission for International students

Students who are not citizens of India will follow the same admission process as Indian students. This approach reflects the school's commitment to inclusivity and ensures a fair and equitable admissions experience for all applicants, regardless of nationality.

International students must provide valid documentation, including passport copies, visa/residency permits, and academic records translated into English where applicable.

The medium of instruction at Lady Andal School is English. Language support will be offered to students who require assistance in adjusting to the academic language expectations of the programme.

Parents of international applicants are encouraged to connect with the school's Admissions Head to understand any additional logistical or documentation requirements specific to their country of origin. They are expected to submit all necessary paperwork and ensure that required credentials are up to date. Orientation and transition support will be provided to help international students adapt smoothly to the school environment and the local cultural context.

Waiting List

In situations where the number of eligible applicants exceeds the available spaces for a specific grade in an academic year, applications may be placed in a waitlist. The waitlist serves as a temporary holding list for applicants until a space becomes available. During this period, we prioritize students who have siblings already studying at our school, giving them priority status within the waitlist.

When placing an application on the waitlist, we strive to provide the candidate and their family with a realistic assessment of their chances for admission and the potential timing for admittance. We understand that waiting for admission can be a challenging and uncertain time for families, and we aim to keep them informed and supported throughout the process. The waiting list is dissolved at the end of the school year and parents need to re-apply if they wish to be considered for enrollment for the following school year.

Readmission

Occasionally there may be students who seek re-admission after initially withdrawing from the school. The Correspondent shall authorize all re-admissions. Students seeking re-admission need to go through the entire admission process unless waived by the Correspondent.

Application of transfer

Requests for student transfer can be submitted by the parent at any point during the academic year. However, in the best interest of the child's learning continuity, it is encouraged that such requests are made towards the end of the academic year, unless there are unavoidable circumstances.

The process begins with the parent formally raising the request to the homeroom teacher and/or the respective Programme Coordinator. A conversation will follow to understand the reason for the transfer and to ensure that the student's academic and emotional needs are considered. Once the request is discussed and mutually agreed upon, the school administration will review the

student's records to verify the clearance of all dues, including fee payments and the return of school property such as textbooks, library books, and other issued resources.

Parents applying for a transfer for their child mid academic year expecting for a refund of fees may request the management for consideration. The management makes a decision based on the kind of request and the performance of the student.

Following the administrative clearance, the school will issue the necessary documents, including the Transfer Certificate and the Code of Conduct Certificate, to complete the transfer process.

All transfer requests are subject to the approval of the school management and must comply with the school's internal guidelines and local educational regulations.

Fees and mode of payment

Parents are requested to make school fee payments through the designated online payment system. Fees are expected to be paid in full at the beginning of the academic year. However, if needed, parents may submit a formal request to the school for payment in approved installments. Such requests will be considered on a case-by-case basis.

All payments are to be made via NEFT transfer to the official school bank account, details of which are shared with parents by the Accounts Department.

For new admissions, fee payment information and login credentials for the payment portal are provided by the Accounts Department. For existing students, fee-related updates and instructions are communicated through the school's administrative office.

Information regarding the fee structure for the upcoming academic year is shared well in advance to support financial planning for parents.

If fees are not paid within the stipulated timeframe, the school office will issue reminders to parents. Continued non-payment may result in administrative action, in accordance with the school system. Additionally, the school reserves the right to verify the authenticity of all submitted documents and take appropriate action should any discrepancies be identified.

On-boarding process of new admission students

Students who join the school at the beginning of the academic year are given ample time to settle in and build rapport with their teachers and peers. Homeroom teachers maintain regular communication with parents to help them understand the school's systems, routines, and expectations. Each student's prior knowledge is assessed, and any learning gaps identified are addressed through a bridge programme. This may include one-on-one support during school hours by the homeroom or specialist teachers.

Parents of newly admitted students are oriented on the use of the school's Learning Management Systems—Toddle for the Primary Years Programme and ManageBac for the Middle Years and Diploma Programmes. In addition, programme-specific orientations are conducted by the respective Programme Coordinators to help parents understand curriculum framework, assessment approaches, and key school processes.

Parents are invited during the course of the academic year for orientation regarding PYP Exhibition, Mini Exhibition, Personal Project, and Community Action Service etc.

Students who join mid-year are also provided with personalised support to ease their transition. While a full parent orientation may not always be scheduled for mid-year admissions, one-on-one sessions with the Programme Coordinator can be arranged upon request. These students and their families are further supported through ongoing interactions such as student-led conferences (scheduled mid-term) and parent-teacher meetings (held towards the end of each term), which serve as platforms for understanding the student's progress and the programme structure.

Admission Policy Review

The Admission Policy of Lady Andal School has been collaboratively developed by the members of the Pedagogical Leadership Team, in consultation with the Governing Body, Accounts Head, and Admissions Head of The Madras Seva Sadan. Teachers, Counsellors, and Learning Diversity Educators have also contributed to the formulation of this policy.

This policy is shared with all relevant stakeholders, including parents and teachers. We encourage stakeholders to share their suggestions or request changes at any time. All feedback and recommendations will be periodically reviewed and, where appropriate, incorporated after careful evaluation and discussion.

The policy was last reviewed in March and July 2025 and is scheduled for its next review in August 2025. Regular reviews are conducted to ensure that the policy remains aligned with the best interests of our students and continues to support their learning and well-being effectively.

Appendices

1.1 Admission Enquiry Form

ENQUIRY FORM FOR KINDERGARTEN TO GRADE X ONLINE ADMISSION ENQUIRY FORM 2025-26

Application Number:

Date:

Name:

Date of Birth:

Gender:

Nationality:

Caste:

Community:

Mother Tongue:

Class Last Studied:

School Last Attended:

Curriculum:

Grade Applying For:

Residential Address:

Telephone Number:

Father's Name:

Father's Religion:

Father's Language:

Father's Qualification:

Father's Occupation:

Father's Office Address:

Father's Mobile Number:

Father's Email ID:

Mother's Name:

Mother's Religion:

Mother's Language:

Mother's Qualification:

Mother's Occupation:

Mother's Office Address:

Mother's Mobile Number:

Mother's Email ID:

Guardian's Name:

Guardian's Relationship:

Guardian's Occupation:

Guardian's Address:

Guardian's Mobile Number:

Guardian's Email ID:

Sibling's Name:

Sibling's Class:

Additional Info:

Family Photo:

Signature of the Parent / Guardian

1.2 Reopening Day Circular

The **HANDBOOK** contains the rules and regulations of the school. Please go through them as the rules are amended from time to time and ensure that they are adhered to. Kindly sign that you have read the rules of the school in the handbook.

School Timings: -

Grades	Dates (2025)	School timing
EYP 1	30 th June - 4 th July	8.30 am to 10.30 am
	7 th July onwards	8.30 am to 12.30 pm
EYP 2	30 th June - 2 nd July	8.30 am to 10.30 am
	3 rd July onwards	8.30 am to 12.30 pm
PYP 1 to PYP 5	16 th June - 20 th June	7.40 am to 12.10 pm
	23 rd June onwards	7.40 am to 2.10 pm
MYP 1 & MYP 2	16 th June	7.40 am to 12.20 pm
	17 th June onwards	7.40 am to 2.40 pm
MYP 3 to MYP 5	16 th June	7.40 am to 12.20 pm
	17 th June onwards	7.40 am to 3.30 pm

Please note that all students are expected to be present on the re-opening day.

Children should not be found in any of the neighbouring shops on Harrington Road and the avenues in school uniform during or after school hours.

Working Saturdays:

Attendance on working Saturdays is compulsory. We generally work on Saturdays to practice for events. Students may be asked to come to school on Saturdays to attend classes or prepare for events.

Since these are group events / programmes, the absence of children during practice sessions affects the overall preparation.

Leave:

Requisition for leave must be sent in the prescribed form provided in the handbook only. A student who is absent for 3 or more days due to illness must produce a medical certificate for the period of absence.

Do request prior permission from the Coordinator if you are taking the child out of the school during school hours.

Please request for a full day's leave for attending social functions or visits to religious places. Avoid fixing medical/ passport or other appointments during school hours.

Students are expected to remain on campus for the entire school day. Permission to leave early, arrive late, or step out during school hours will not be granted unless there is an important medical reason. In such cases, prior approval must be obtained from the Coordinator.

Retests will not be given to students who are absent on assessment days without prior intimation to the subject teachers, homeroom teacher, and the Coordinator.

School Bus:

Please contact the school office if you require the school bus service. The bus will operate with common pick-up and drop-off points along main roads. A Google Form will be shared with all parents to indicate their interest in availing or not availing the school bus service. Kindly note that the bus service will operate only if there are sufficient numbers of students.

Lunch Break:

The parents, helpers or drivers will not be allowed to feed the children. Please send the lunch through the children or leave the lunch at the allotted place (near the side walkway) by 11.30 am

Please see that the bags and containers are labelled. Only children with inclusive needs will be granted permission to have an attendant present during the lunch break. In such cases, prior permission of the Coordinator must be obtained.

Parent - Teacher Communication:

Parents are not permitted to enter the classrooms during class hours. Parents can meet the respective PYP teachers between 2.20 pm and 3.00 pm and MYP teachers only between 2.20 pm and 3.40 pm after fixing an **appointment** at the school office.

Assessments and Examinations:

PYP I to MYP III

Please do not send your child to school when he/she is sick even if there is an assessment. Absence for an assessment due to illness will not affect your child's promotion to the next class.

MYP IV & V:

Special provision will be given to children who are unwell to write their assessments and they can leave immediately after the examination is over.

Circulars:

Circulars are being sent by e-mail in a move to reduce the use of paper in the school. Please co-operate by giving us the correct **e-mail id** and regularly accessing your mail.

Please update your mobile numbers and **e-mail ids** with your child's homeroom teacher. **If you do not receive the circulars please do not wait till the end of the term, instead inform the homeroom teacher and the admin office immediately.**

Students' Birthday:

*Only students of Classes I to V are permitted to wear colour clothes other than the uniform on their birthday. Please send the child appropriately dressed (avoid sleeveless or tight clothes.) High heeled shoes or sandals are not permitted. Students of classes VI and above must wear their uniforms even on their birthdays. Students can give their classmates a packet of biscuits or chocolates (weighing not more than 100 gms) each. **Kindly refrain from sending gifts to school for your child's classmates.** It would be nice if a book can be donated to the library. Distribution of birthday invitations in school is not permitted.*

Uniforms and Shoes:

Please ensure that your child comes to school in proper school uniform and shoes. Socks must be calf length black socks. Ankle socks are not permitted. **Students of the EYP must come to school in uniform and a pair of black shoes (Sketchers).**

Students are expected to wear the sports uniform only on days when they have P.T, Yoga, Gymnastics and co-curricular activity. **Students are not permitted to come to school in rubber slippers.** If a child is hurt he or she can wear sandals.

Please keep aside **ONE** new set of the sports uniform for Sports Day.

Hair and nails:

Boys must have a proper haircut. If the hair is too long the student will be sent home and he can return to school after a haircut.

Boys (from MYP I to V) must wear a black belt. Those who do not come to school in proper school uniform (with a neat haircut and shave) will be sent back home.

Girls (from PYP I to MYP V) must tie their hair with red rubber bands in 2 plaits or ponytails depending on the length of the hair. Red hair bands must be worn if the hair is too short. All stray locks must be pinned up neatly.

Colouring of hair is **not** permitted. Nails should be kept short and the use of nail polish is not permitted.

Students must avoid wearing fancy hair clips, earrings, or other accessories to school. Wearing expensive ornaments/ accessories or gadgets is strictly prohibited. The school will not be responsible for any loss.

All students must wear their identity card every day. It is important to maintain the ID card and the lanyard neatly.

Miscellaneous:

- Please ensure that the child carries only the required books to school.
- Students are not permitted to wear smart watches to school.
- Please do not give large sums of money to the child.
- Students are not permitted to bring cans/bottles of deodorant or other sprays to school.
- Students are prohibited from bringing cell phones to school.
- Confiscated items will not be returned.
- The dates of assessments, term holidays and information about the various activities of the school can be found in the handbook or it will be intimated to you through mails or texts.

IT Policy:

Students from PYP III are required to bring tablets when requested by their teachers. Students from MYP II are required to use tablets, while students from MYP III onwards must bring laptops. For detailed guidelines, please refer to the IT Policy available on our website under the section titled "Academic Integrity."

1.3 Frequently Asked Questions

1. What curriculum does Lady Andal School offer?

Lady Andal School offers the IB (International Baccalaureate) programme. Currently we are offering the Primary Years Programme** (age group - 4 to 11 years old), Middle Years Programme** (age group - 12 - 16), Diploma Programme* (age – 16 – 18)

**Lady Andal School is a candidate school for DP. This school is pursuing authorization as an IB World School for all the three programmes. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education- that we believe is important for our students.*

***Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>.*

2. What is the recognition of the Middle Years Programme (MYP) in India?

The MYP has also been given equivalence with grade 10 of an India Board Assessment by the Association of Indian Universities, Council for the Indian School Certificate Examinations (CISCE), The Council of Boards of School Education in India (COBSE), Maharashtra State Board of Secondary & Higher Secondary Education and many more. Students having completed the MYP can apply for admission for higher studies in any school or college in India. Students must talk to the MYP coordinator at their school for more details and documents required for admission to a junior college or another board.

3. Is the [IB Diploma Programme recognized in India](#)?

The IB Diploma has received recognition by the Association of Indian Universities since

1983. The number of students completing the IB and applying to higher education institutes in India has grown substantially in the past few years.

4. Can IB Diploma students appear for entrance examinations for admission to professional courses like Medicine and Engineering?

As the IB Diploma Programme is recognized by all universities in India, students can take the entrance test for professional courses. Most of the entrance tests are conducted in the months of April/May, since the IB exams are also in the month of May, students need to balance the preparation of the entrance exams along with the May IB Diploma Programme examination.

5. What is the average class size?

The average teacher to student ratio in a class is given below:

PYP - 1:6

MYP - 1:4

DP – 1:4

6. What does the School's academic year look like?

The new Academic Year begins mid-June for all classes. The end of the academic year will differ for the programmes:

- Early Years Programme (LKG/UKG) - April end
- Primary Years Programme (Grade 1 - 5) - May First Week
- Middle Years Programme (Grade 6 – 10) - May First Week
- Diploma Programme (Grade 11) – May First Week

7. Is my child required to bring any electronic device?

Students from Grades 4 and above are required to bring Tablets/Laptops for their ongoing inquiries in their learning experience. Students studying in Grades 8 and upwards are to only bring laptops to school.

8. What are the languages offered at Lady Andal School?

At Lady Andal School, besides English being the medium of Instruction, we offer the options of Hindi, German and Spanish as options. As an acknowledgement to the state language, Tamil is mandatory for all grades.

PYP:

Assessment in the PYP at Lady Andal School is a continuous and integral part of the teaching and learning process.

It encompasses four key dimensions: monitoring, documenting, measuring, and reporting on student learning. The purpose of assessment is to gather meaningful evidence of both student learning and the effectiveness of teaching strategies.

Assessments in the PYP are primarily categorized into two types:

1. **Formative Assessment** – These are ongoing assessments conducted throughout the learning process. They provide immediate feedback to students and teachers, helping guide learning and instruction in real-time.
2. **Summative Assessment** – These are assessments conducted at the end of a teaching and learning cycle. They allow students to demonstrate their understanding, skills, and knowledge in relation to the learning outcomes.

Assessments are strategically placed at various stages of the inquiry process to gauge students' prior knowledge, track the development of conceptual understandings, and assess the acquisition of skills.

A significant milestone in the PYP is the PYP Exhibition (PYPX), which takes place in the final year of the programme (Grade 5). The Exhibition is a student-led, collaborative project where students showcase their cumulative learning, research skills, and action-oriented thinking.

To prepare students for this important event, Lady Andal School also has Mini Exhibition in Grade 4. This serves as a foundational experience, helping students develop the essential research, presentation, and collaboration skills required for the PYPX in Grade 5.

MYP:

- MYP assessments require teachers to assess the prescribed subject - group objectives using the assessment criteria for each subject group in each year of the programme. These internal Assessments include tasks, strategies and tools that are designed, developed and applied. Summative Assessment is part of every MYP Unit.
- An important milestone to keep in mind: All MYP students in the fifth year of the programme demonstrate consolidation of their learning through the completion of a Personal Project. The students of Lady Andal School, at the end of the fifth year, will undertake the MYP eAssessment, which is an online examination conducted for IB - validated grades.
- **E - Assessment comprises of:**
 - **E - portfolios** - Arts, Design, Language Acquisition and Physical and Health Education
 - **On-Screen Examinations** - Language and Literature, Language Acquisition, Individuals and Societies (Social Studies), Sciences, Mathematics, and Interdisciplinary learning.
 - **Personal Project** - This is a mandatory requirement where students consolidate their learning throughout the programme.

DP:

IB DP assessments include Internal Assessments (IA) and External Assessments.

- **Internal Assessments:** These are teacher-marked tasks, such as research projects, oral presentations, and practical work. (*The final mark for internal assessments is moderated externally by the IB to ensure consistency and fairness across all schools.*)
- **External Assessments:** These are set and marked by the IB, including written exams, the Extended Essay (EE), and the Theory of Knowledge (TOK) essay and presentation.

Students must score at least 24 points, complete all assessments, and meet the CAS, TOK, and Extended Essay requirements.

9. Are there any extracurricular activities offered at Lady Andal School?

We believe that holistic education is truly achieved when we scaffold all areas of learning besides academics. At Lady Andal School, we offer a different kind of co - curricular and extra curricular engagements. These are, namely: Junior heritage club, Literacy Club, Dance club, Fitness club, Paper crafts club and Crafts club

For the co-curriculars, students explore:

Swimming, Archery, Football, Basketball, Yoga, Gym – (PYP/MYP)

10. Does Lady Andal School have a functional cafeteria? What is the food offered?

Yes, Lady Andal School has a fully functional cafeteria. The food sold is vegetarian and nutritious.

11. What are the kinds of field trips offered at the school?

There are a few field trips and excursions planned every year for all grades.

- EYP 1 – PYP 3: Day trips to places of significance.
- PYP 4 and 5: Overnight trips to places close to Chennai
- MYP 1: A 2-day excursion (Domestic)
- MYP 2 and 3: A 3/4-day excursion (Domestic)
- MYP 4 and 5: A 5/6-day excursion (Domestic/International)
- DP 1 and 2: A 5/6-day excursion (Domestic/International)

Besides these, there are day/half day trips planned to places that will help facilitate learning and enhances their inquiry into the specific unit.

12. How should I begin the application process to the school?

Admission is open through the academic year. One can visit the school for further information regarding admission or one can visit our homepage of our website www.ladyandalschool.edu.in for further details.

13. How old must my child be in order to apply to a particular grade?

For a student joining us at EYP 1 level (LKG) the age is 4 years old on or before 1st April.

14. Does Lady Andal School offer support for students with special needs?

Lady Andal School has a SEN educator and a Counsellor who support the teaching and learning process.

15. What is the fee structure at Lady Andal School?

Parents will need to reach out to the Admin Manager for details regarding the fees.

Connection to other school policies

Admission and Inclusion Policy: Our school is committed to meeting the educational needs of all students, including those with special education needs, as we pride ourselves on being an inclusive educational institution.

During the admission process, we assess whether we can effectively address the specific educational requirements of each student, ensuring that they receive the support and resources necessary for their academic growth and success.

Admission and Language Policy: The medium of instruction in all grades is English (Exception of Language Acquisition classes). Admission to the school is based on the principle that students should be able to effectively engage with the curriculum in English within a reasonable timeframe and thrive in the learning environment. At the time of admission inquiry, parents will complete a form that indicates the child's mother tongue and their most familiar first and second languages.

In case of Language Acquisition, Hindi/German/Spanish, a diagnostic test is conducted for new admittance. Based on the review, students are recommended to beginners' courses at language institutes, such as the FIT1 at the Goethe Institute, with whom we actively collaborate, and/or tutored by the teachers from the school.

Admission and Assessment Policy: For students applying to MYP 1-5, if their literacy and numeracy screening test at the time of admission reveals that they have not yet met the grade level requirements, the data will be used to support the learning requirements of the new admittance.

(Lady Andal School holds the right to reject admission without furnishing reasons for the same)

Admission and Academic Integrity Policy: In alignment with the Academic Integrity policy, the admission process requires students and guardians to sign an undertaking and a contract confirming the authenticity of all submitted documents and credentials. Failure to adhere to these requirements, or providing fabricated or inaccurate information, will result in the cancellation of the student's admission.

By enforcing rigorous standards of academic integrity, we support our inclusive approach,

guaranteeing that every student is admitted based on genuine achievements and qualifications. This alignment ensures that our commitment to both diversity and fairness is upheld throughout the admissions process.

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