



Admissions Policy

Approved by: Weston Virtual School Admission Office

Date: September 2025

Review date: September 2026

Compliance: This policy is aligned with the Kenyan Constitution, the Basic Education Act (2013), the Children's Act (2022), the Data Protection Act (2019), and international best practices including the UN Convention on the Rights of the Child



Policy Aims and School Vision

Our Philosophy

At Weston Virtual School, we believe that a high-quality, flexible, and inclusive education is a fundamental right for every child. We deliver this through the globally recognised Cambridge Pathway, fostering the development of confident, knowledgeable, and responsible global citizens.

Our vision

To be a leading global virtual school that redefines education by empowering lifelong learners with the knowledge, skills, and confidence to shape a better future, where world-class education is accessible to every student, anywhere.

At Weston Virtual School, our vision is guided by three key principles:

Active Participation: Students succeed by engaging fully—attending live lessons, using resources, completing work, and reflecting on feedback. Our community values integrity, improvement, and meaningful contribution.

Holistic Development: We equip students with the skills, mindset, and resilience to thrive in a digital, connected world. Our safe, supportive environment ensures growth academically, socially, and personally.

Inclusivity and Flexibility: Every child is supported to reach their full potential. Through adaptive teaching and flexible learning, we meet students where they are, fostering confidence, curiosity, and success.

High-Quality Learning: To offer an engaging, positive, and inclusive learning environment that motivates every student to explore, grow, and achieve their full potential, making excellent progress from wherever they begin.

Positive Culture: To foster a culture of respect, responsible behaviour, and active participation in learning, both through our actions and the wider school community.

Celebrating Development: To acknowledge and support the growth and achievements of each student—socially, emotionally, and academically encouraging self-confidence and respect for themselves and others.

Our Guiding Principles

Weston Virtual School welcomes students from Kenya and around the world, and we do not discriminate on the basis of race, sex, marital status, health, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language, or birth.

We believe that joining our school must always be in the best interests of the child. Weston Virtual School is committed to providing a suitable and supportive educational environment for every student. The Executive Headteacher, Heads of School, and relevant staff are empowered to make decisions that prioritise the welfare and development of each child.

As part of our commitment to inclusivity and safeguarding, we strive to identify and implement any reasonable adjustments or accommodations required for students, including those with disabilities or those who are gender-questioning.

At the point of admission, we seek to identify children who may be particularly vulnerable, including those with special educational needs (SEN), disabilities, or specific mental health and wellbeing requirements.

During registration, we request that parents, carers, or guardians provide information about their child's interests, hobbies, medical needs, or special educational requirements. This allows us to plan thoroughly for their admission and, where necessary, develop Individualised Education Plans (IEPs).

We offer flexible admissions throughout the year. While we encourage enrolment at standard entry points, we are able to accept students mid-term. Registrations are accepted year-round; however, late enrolments into Year 11 or Year 13 are generally discouraged due to the demands of IGCSE and A-Level preparation. Admission in these years is at the school's discretion. Access to classes is typically granted within two working days once all paperwork and required payments are complete.

Weston Virtual School adheres to the Kenyan Ministry of Education's guidelines on child safety and welfare, as well as the provisions of the Children's Act (2022).

Students for whom English is an additional language:

Our curriculum and primary language of instruction are delivered in English. We must highlight the potential challenges for students whose English proficiency is not at a level suitable to engage with the Cambridge curriculum/Edexcel.

Parents/carers/guardians can request placement in a year group other than the chronological one via our registration form. Please contact our Admissions Team for further details on the criteria and safeguarding stipulations for such 'out-of-year' placements.



Entry Requirements

The Cambridge Pathway at Weston Virtual School

Our entry requirements are designed to ensure that students are placed on a course that maximises their chances of success, based on prior academic achievement and English language ability.

1. Cambridge Primary (Years 1–6) & Lower Secondary (Years 7–9)

Academic Requirements: Entry into Year 1 does not require formal academic qualifications. For Years 2–9, students should provide school reports from the previous two years.

Placement: Admission is determined through a holistic review of school reports, age, and an assessment of English and Mathematics skills to ensure students can access the curriculum. The school may require a diagnostic assessment to support placement decisions.

English Language Skills: Students should have sufficient English proficiency to engage with their year group's curriculum. Evidence of ability may be requested through a written sample or standardised assessment.

2. Cambridge IGCSE (Years 10–11)

The IGCSE is a two-year programme of study, typically encompassing 7–9 subjects.

Academic Requirements: Students entering Year 10 should have successfully completed a Lower Secondary curriculum (e.g., Cambridge Lower Secondary, KS3, or equivalent) and provide school reports demonstrating good academic progress.

Mid-Course Entry (Year 11): Admission into Year 11 is selective and at the school's discretion. Students must provide evidence of completing one full year of a recognised IGCSE or GCSE course, including predicted grades, the syllabus followed, and internal assessment results for review.

Subject-Specific Requirements: Certain subjects, such as Additional Mathematics or separate sciences, may require evidence of prior aptitude and achievement in the relevant subject area.

English Language Skills: Students should demonstrate sufficient English ability to access the curriculum effectively. Non-native speakers may be required to provide a recognised English language qualification, such as Cambridge English qualifications appropriate to their level.

3. Cambridge International AS & A Level (Years 12–13)

The A Level programme is a challenging and rewarding two-year course, where students typically focus on three to four specialised subjects.

Academic Requirements – Year 12:

To join Year 12, students should meet one of the following:

Achieve a minimum of five IGCSE/GCSE passes at Grade C/4 or higher, including English and Mathematics, or

Hold equivalent qualifications from a recognised national curriculum.

Subject-Specific Requirements:

Students must meet the entry requirements for each A Level subject they wish to study.

A minimum of Grade B/6 at IGCSE/GCSE in the same subject, or a closely related subject, is usually required.

For subjects not previously studied at IGCSE, such as Psychology or Law, students should have achieved at least a Grade B/6 in a relevant essay-based subject, such as English Literature or History.

Direct Entry into Year 13 (A2):

This is rare and considered only in exceptional circumstances. Applicants must:

Provide evidence of successful completion of AS Level courses in their chosen subjects, typically with a minimum grade of C or above.

Demonstrate that the syllabus previously studied aligns with Weston Virtual School's A2 curriculum.

English Language Skills:

Students should have sufficient proficiency to engage fully with A Level study. Non-native speakers are encouraged to provide evidence of English ability, such as an IELTS score of 5.5 or higher, or an equivalent recognised qualification.

General Conditions for All Applicants:

All academic records must be complete and truthful. The Academic Board carefully reviews every application and may offer a place subject to specific conditions.

Parents and students are asked to fully disclose any special educational needs, disabilities, or medical conditions.

The school reserves the right to adjust a student's year group or subject choices if, after enrolment, the initial placement is not conducive to their academic success.

Admissions of Students with Special Education Needs (SEN) and Disabilities

To best support our students, we request that parents/carers/guardians submit all relevant information regarding their child's health, SEN, and any existing Individualized Education Plans (IEPs) or assessments.

Parents/carers will be invited to share information about additional needs via the Parent Portal. An Individualized Education Plan (IEP) will then be developed collaboratively to inform teaching staff.

Wherever possible, we will make reasonable adjustments. Staff are trained on their duties under disability and equality legislation.

All information provided is stored securely as per the Data Protection Act (2019) and treated with strict confidentiality.

Withdrawal of an Offer

The school reserves the right to withdraw an offer of a place for reasons including:

- Failure to respond to requests for payment or information by a set deadline.
- Failure to notify the school of important changes to application information.
- Submission of fraudulent or intentionally misleading information.
- Information coming to light that compromises the safety, wellbeing, or integrity of the school community.

Out-of-Year Study

Key Considerations

At Weston Virtual School, we generally place students in their chronological year group within the Cambridge Pathway. However, we understand that every child's learning journey is unique. Families may request 'out-of-year' placement to better match their child's academic needs and potential.

We ask families to recognise that out-of-year placement may involve social and developmental considerations, as students will be learning alongside peers of different ages and maturities. This can influence both social interactions and readiness for IGCSE or A-Level study.

To ensure each student thrives, we review the progress of out-of-year students on a half-yearly basis. If a placement is not meeting the child's best interests, we will discuss transitioning them back to their chronological year group.

All requests for out-of-year placement require completion of the appropriate application forms and submission to the Out of Year Panel. The Panel carefully considers each application, and its decisions are final.

Protocol

Year Group	Key Stage	Typical Age	Minimum Age	Max Age
Year 10	KS4	14	13	18
Year 11	KS4	15	14	19
Year 12	KS5	16	15	20
Year 13	KS5	17	16	21

Procedure

Key Stages 1–3 (Primary & Lower Secondary)

Requests for a student to study one year above or below their chronological age can generally be accommodated by the Admissions Team.

Requests for placement more than one year above or below chronological age are referred to the Head of School for consideration by the Out of Year Panel. The Panel's decision is final.

For Key Stages 1–3, the maximum allowable age difference is two years.

Key Stages 4 & 5 (IGCSE & A-Levels)

The maximum age to join Year 13 is 21. Applicants aged 18–21 must provide a clean Certificate of Good Conduct or an equivalent overseas clearance prior to commencing lessons.

Students under 18 may be placed one year above or below their chronological age.

Any application for placement more than one year above or below chronological age will be reviewed by the Out of Year Panel.

Students aged 18–21, or those turning 18 during the academic year, who are placed in year groups according to the timetable, are also required to provide a Certificate of Good Conduct (not mandatory but recommended).

Appeals

Parents or guardians may appeal an enrolment decision within 10 working days of receiving the outcome. Appeals should be submitted to the Admissions Team, who will forward them to the Executive Headteacher or a designated board member not involved in the original decision.

A written outcome will be provided within 10 working days, and the decision of the Appeals Panel is final.

Termination

Withdrawal at the end of an academic year: Notice must be given in accordance with the enrolment contract. Failure to provide notice by the specified date will result in liability for the first term's fees of the following academic year.

Withdrawal at the end of a term: A minimum of one full term's notice is required. With adequate notice, deposits will be refunded, less any sums owed. Without sufficient notice, you will remain liable for the next term's fees.

All termination notices must be sent via email to admissions@westonvirtualschool.com.

Either party may terminate the Agreement if the other fails to comply with its terms and does not remedy the situation within a reasonable period following written notice.