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Registration number: 2023/605425/07

ADMISSIONS POLICY

At Aspeling High School, we are dedicated to nurturing a learning environment founded on mutual respect, personal accountability, and holistic development. Admission to our school represents more than academic placement—it signifies a shared commitment between the school, the learner, and their parent(s)/guardian(s) to uphold the values and culture of Aspeling High.

Eligibility Criteria

To ensure that the school can provide appropriate support and maintain a productive learning environment, the following criteria apply to all applicants:

- Applicants must demonstrate average or above-average cognitive ability.
- A recent Psychoeducational Assessment conducted by a registered Educational Psychologist is required. This report must detail the nature and extent of any learning difficulties. (If applicable)
- **The school does not accept learners with primary behavioural disorders that may impede their own academic progress or disrupt the learning of others.**
- Aspeling High School provides academic support to learners with ADHD, Dyslexia, and other learning challenges, with the goal of helping each learner reach their full potential.

Policy Statement

Upon acceptance into Aspeling High School, both the learner and parent/guardian agree to the following:

1. Compliance with School Policies and Procedures

The learner and parent/guardian undertake to comply with all school rules, codes of conduct, academic standards, and disciplinary procedures as outlined by Aspeling High School.

2. Support for School Ethos and Culture

The learner and parent/guardian commit to upholding the core values of Aspeling High—mutual respect, accountability, inclusivity, and a pursuit of excellence. All members of the school community are expected to engage with one another in a manner that reflects dignity and professionalism.

3. Active Engagement and Communication

The parent/guardian agrees to actively engage with school staff and management to support the learner's academic progress and personal development. Open, respectful, and regular communication is essential to the learner's success.

4. Disclosure of Learner Support Needs

It is the responsibility of the parent/guardian to disclose any known or suspected medical, psychological, or emotional conditions that may affect the learner's ability to engage in school activities or succeed academically. Early disclosure ensures that appropriate support systems can be implemented to meet the learner's individual needs.

5. Financial Commitment and Legal Agreement

The parent/guardian acknowledges and agrees that they have the financial means to afford the school fees as outlined by Aspeling High School. The parent/guardian further agrees to enter into a surety agreement confirming their responsibility for payment of all school-related fees.

In the event of default on payment, the school reserves the right to:

- Initiate debt collection proceedings through an external agency.
- Apply to the court for legal action, including obtaining a default judgment against the parent/guardian for unpaid school fees.

Timely and full payment of fees is essential to the continued operation of the school and the educational experience of all learners.

Aspeling High School reserves the right to review and amend this policy in accordance with best practices and the evolving needs of its school community.

Date: _____

Parent/Guardian Signature: _____

Learner Signature: _____