



**SONDERVICK**  
INTERNATIONAL  
SCHOOL

# Admissions policy

**Sondervick International School**

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## INTRODUCTION

This is the admissions policy of Sondervick International School. We strive to provide an inclusive and stimulating learning environment where each international student can develop to their full potential. This policy is designed to be fair, transparent, and just.

Sondervick International School believes that education is the key to personal growth and societal engagement. Therefore, we place great importance on a careful admissions process, as outlined in this document.

This document contains all the necessary information to understand the admissions process, including the criteria we apply.

## MISSION

The mission of the Sondervick International School is to provide opportunities for cross-curricular education that is inclusive of all cognitive levels, cultures, and linguistic backgrounds. Central to this mission is fostering students' ability to reflect on their learning, enabling them to grow in an enterprising and holistic manner.

## VISION

Building on this mission, the vision of the Sondervick International School is to create a welcoming environment for students with multilingual backgrounds, supporting their integration into Dutch society while honoring and preserving their cultural identity and academic potential.

## ADMISSIONS PROCESS

The primary school's recommendation is the primary guide for placement at Sondervick College in SIS1/MYP2. A smooth transition process is in place between the primary school and Sondervick College. This means that the admissions committee reviews all applications in consultation with the primary education sector, using the educational report, and student data is transferred. Students with special support needs are welcome to arrange an initial exploratory meeting with us. In a meeting with parents and the referring primary school, the support needs are mapped out as also stated in the inclusion policy of Sondervick International School.

Appendix I shows a visual of the Sondervick International School admissions process.

## ADDITIONAL ADMISSIONS CRITERIA

Sondervick International School 2024/2025:

According to the policy rule of the Minister for Primary and Secondary Education and Media (Beleidsregel van de Minister voor Basis- en Voortgezet Onderwijs en Media van 7 juni 2021, nr. VO/28225728, betreffende cursussen internationaal georiënteerd voortgezet onderwijs (Beleidsregel IGVO 2021), 2021) a student may be admitted to the IB MYP program if they can demonstrate that they:

- hold a nationality other than Dutch and have at least one parent, guardian, or caregiver who is employed in the Netherlands or a border area for a temporary period;
- hold Dutch nationality and have attended school abroad for two years or more due to the fact that at least one of the parents, guardians, or caregivers was working abroad temporarily;
- hold Dutch nationality, and at least one of their parents, guardians, or caregivers will, according to a written employer's statement, work abroad for a minimum of two years within two years of admission, and the student will live with this parent, guardian, or caregiver during that period;
- have reached the age of at least 11 at the start of the first school year; and
- have received sufficient prior education to successfully follow the IB MYP program. At Sondervick International School, this is defined as follows and also stated in the language and inclusion policies:
  - for students starting in MYP2:
    - the student has a primary school recommendation for VMBO-K/MAVO\*, MAVO/VMBO-T, HAVO, or VWO. If this recommendation is not available, a non-verbal IQ test will be administered. The student will be monitored during the first school year, with a minimum of one non-verbal cognitive test administered after six months of education to adjust placement if necessary.
    - the student's English proficiency meets at least level A2 according to CEFR standards. If this cannot be demonstrated prior to enrollment, a Cambridge English A2 test will be administered. This is also stated in our language policy.
  - for students starting in MYP3:
    - the student's cognitive level meets at least 90 at the RAVENS non-verbal IQ test.
    - the student's English proficiency meets at least level A2 according to CEFR standards. If this cannot be demonstrated prior to enrollment, a Cambridge English A2 test will be administered. This is also stated in our language policy.
  - for students starting in MYP 4:
    - the student's cognitive level meets at least 90 at the RAVENS non-verbal IQ test.
    - the student's English proficiency meets at least level A2 according to CEFR standards. If this cannot be demonstrated prior to enrollment, a Cambridge English A2 test will be administered. This is also stated in our language policy.
    - the student's Dutch proficiency meets at least level A2 according to CEFR standards. If this cannot be demonstrated prior to enrollment, a Dutch A2 test will be administered. This is also stated in our language policy.

As part of the admissions procedure, also applicants for MYP 2 & 3 will undergo an assessment of their Dutch language proficiency during the screening process. The purpose of this evaluation is to ensure that each student is placed in an educational setting that aligns with their linguistic capabilities. This enables the school to provide appropriate academic support and fosters a learning environment in which the student can thrive.

Students who are new to the Netherlands or who have lived in the Netherlands for less than two years and wish to apply will undergo a comprehensive intake, during which data is transferred to the school.

\*For a primary school recommendation of VMBO-K/MAVO, prior to admission, there will be a consultation with the primary school regarding sufficient observable progress in development.

## BIBLIOGRAPHY

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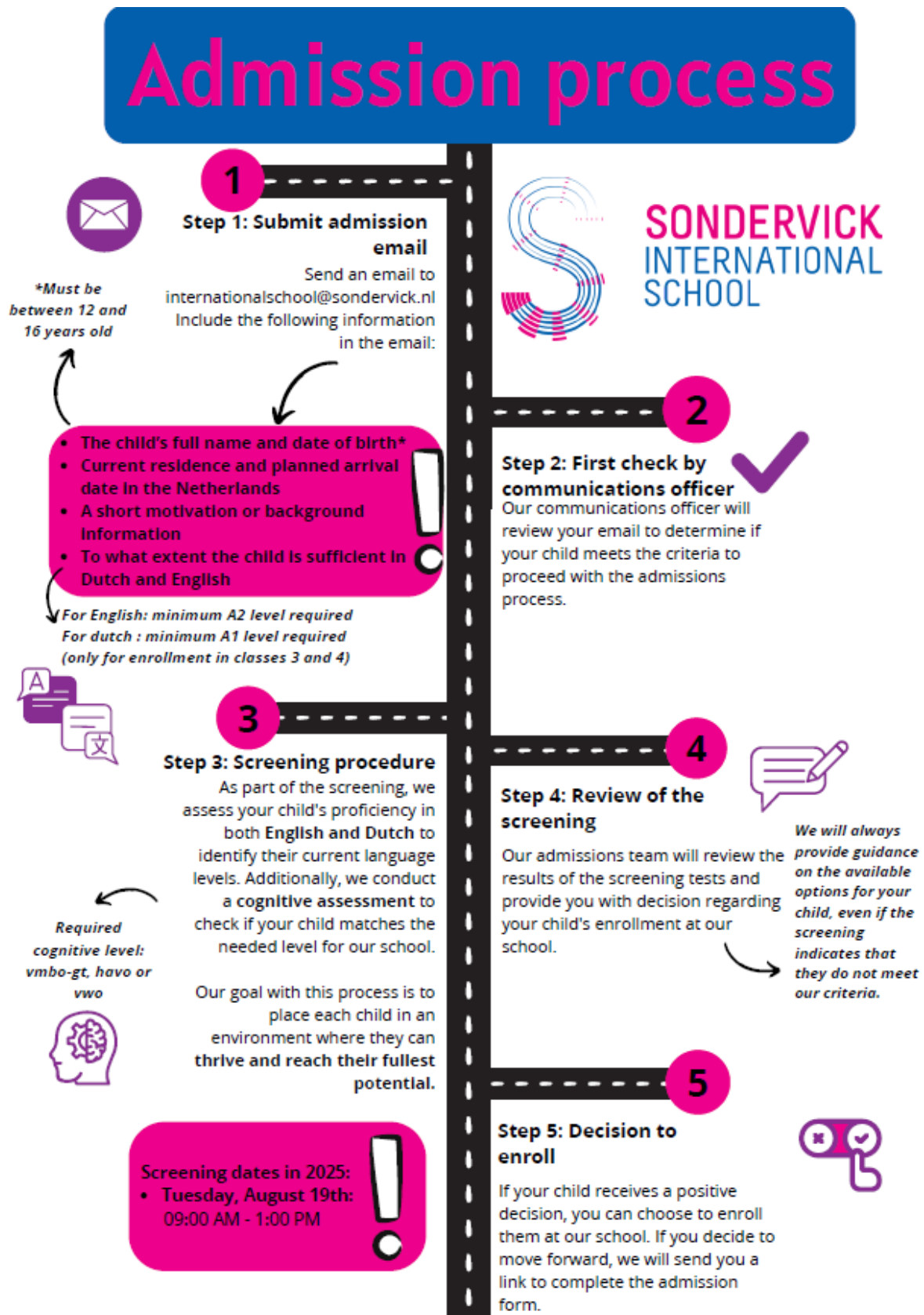


Figure 1: Visual of the admissions process of the Sondervick International School.

