



Admissions Policy

SBG Academy · IB Diploma Programme (candidacy)

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1. Philosophy

1.1 SBG Academy is committed to implementing fair, transparent, and inclusive admissions practices that support access to the IB Diploma Programme (DP).

1.2 The admissions process reflects the school's commitment to international-mindedness, academic readiness, learner wellbeing, inclusion, and student success.

1.3 This policy is developed in alignment with the International Baccalaureate Programme Standards and Practices (2014), current IB guidance, and the school's educational values.

1.4 Admissions procedures aim to ensure that students entering the DP are prepared for the academic, linguistic, organizational, and personal demands of the programme.

1.5 SBG Academy values learner diversity and aims to provide equitable access to the programme within the school's capacity and available support structures.

2. Purpose of the Admissions Policy

2.1 This policy outlines the procedures, criteria, and responsibilities related to student admission into the IB Diploma Programme.

2.2 The policy aims to: ensure fairness and consistency in admissions decisions; support appropriate student placement; identify student support needs; communicate expectations clearly to families and students; ensure students are prepared for the academic and language demands of the DP.

2.3 Admissions decisions are made in the best interests of the student and the school community.

3. Admissions Principles

3.1 SBG Academy welcomes applications from students of diverse cultural, linguistic, and educational backgrounds.

3.2 Admissions decisions are based on academic readiness, language proficiency, student wellbeing, and the school's ability to support the student appropriately within the DP framework.

3.3 Admissions practices are non-discriminatory and promote equitable access to learning opportunities.

3.4 The school recognizes that students may demonstrate potential in different ways and considers multiple sources of information during the admissions process.

3.5 Admission to the DP does not guarantee admission to specific universities or higher education institutions, as university requirements vary internationally.

4. Eligibility for Admission

4.1 The IB Diploma Programme at SBG Academy is intended for students aged approximately 16–19 enrolled in the final years of secondary education.

4.2 Students applying to the DP are expected to demonstrate: academic readiness for rigorous coursework; commitment to independent learning; organizational and time-management skills; willingness to engage in the full requirements of the programme.

4.3 Students entering the DP are expected to demonstrate sufficient English language proficiency to access the language of instruction.

4.4 SBG Academy requires students to demonstrate a minimum B2 level in English prior to entry into the DP.

4.5 Where minor language support is required, the school may implement a short-term language support plan before or during entry into the programme.

4.6 Students with identified learning support needs may be admitted where the school determines that appropriate support can reasonably be provided within available resources and programme structures.

5. Admissions Requirements

5.1 Applicants are generally required to submit: previous school reports and transcripts; identification documents required by the school; language proficiency information where applicable; educational or specialist reports where relevant; application forms and supporting documentation.

5.2 The school may conduct: student interviews; parent meetings; placement assessments; English language assessments; review of previous academic performance and attendance.

5.3 The admissions process may include consultation between school leadership, teachers, the DP Coordinator, and support staff where appropriate.

5.4 Admission decisions consider: academic performance; student motivation and engagement; language readiness; learning support needs; wellbeing considerations; the school's capacity to support the student effectively.

6. Language Considerations

6.1 English is the primary language of instruction in the DP at SBG Academy.

6.2 Students are expected to demonstrate the language skills necessary to participate successfully in academic learning and assessment.

6.3 The school values multilingualism and encourages continued development of home languages alongside English language development.

6.4 Language support needs are identified during the admissions process to ensure appropriate planning and support.

6.5 Parents and families are expected to support language development, particularly in English and the student's home language, throughout the DP years where needed.

7. Inclusion and Learning Support

7.1 SBG Academy recognizes learner diversity and aims to support students with varying educational and learning needs within the school's capacity.

7.2 During the admissions process, families are expected to disclose relevant learning, wellbeing, medical, or educational information that may affect student learning or support planning.

7.3 The school may request specialist reports or assessments to determine appropriate support measures.

7.4 Admissions decisions for students requiring additional support are based on: the student's educational needs; available school resources; staffing and support structures; the school's ability to provide equitable access to learning.

7.5 Inclusive access arrangements and support plans may be developed where appropriate following admission.

8. Course Selection and Programme Requirements

8.1 Students and families receive guidance regarding subject selection and DP requirements.

8.2 Subject selection aims to balance: student interests; academic strengths; university and career aspirations; programme requirements.

8.3 Students are expected to complete the requirements of the DP core: Theory of Knowledge (TOK); Extended Essay (EE); Creativity, Activity, Service (CAS).

8.4 Guidance regarding subject selection and higher education pathways is provided during the admissions and orientation processes.

9. Communication with Families

9.1 SBG Academy maintains transparent communication regarding admissions procedures, programme expectations, and student support processes.

9.2 Families are informed of: programme requirements; academic expectations; language expectations; assessment practices; support structures; school policies relevant to the DP.

9.3 Parents and families are expected to collaborate with the school in supporting student wellbeing, attendance, organization, and academic progress.

9.4 Confidentiality is maintained throughout the admissions process and in handling student information.

10. Admissions Decisions and Enrollment

10.1 Admissions decisions are communicated formally to families following completion of the admissions review process.

10.2 Admission may be: accepted; conditionally accepted; deferred; declined.

10.3 Conditional admission may include: completion of language support; improvement in academic performance; additional documentation; participation in a support plan.

10.4 Enrollment in the DP is finalized upon completion of school registration requirements and acceptance of school policies and programme expectations.

11. Roles and Responsibilities

11.1 Students

11.1.1 Students are expected to participate honestly and responsibly in the admissions process. 11.1.2 Students are encouraged to communicate their interests, goals, and support needs openly.

11.2 Parents and Families

11.2.1 Parents and families are responsible for providing accurate and complete information during the admissions process. 11.2.2 Parents and families collaborate with the school to support student readiness and success in the DP.

11.3 Teachers and Support Staff

11.3.1 Teachers and support staff may contribute to admissions review processes, placement decisions, and support recommendations where appropriate.

11.4 DP Coordinator

11.4.1 The DP Coordinator oversees admissions procedures related to the Diploma Programme and ensures alignment with programme requirements.

11.5 School Leadership

11.5.1 School leadership ensures that admissions practices remain fair, transparent, and aligned with the school's mission and educational values.

12. Policy Review

12.1 This policy is reviewed every two years or following updates to IB guidance or school procedures.

12.2 The review process includes school leadership, the DP Coordinator, teachers, and where appropriate, student and parent feedback.

12.3 The policy is refined to support ongoing development of fair, inclusive, and transparent admissions practices.

13. References

13.1 International Baccalaureate Organization. Programme Standards and Practices. 2014.

13.2 International Baccalaureate Organization. Access and Inclusion Policy. Updated 2023.

13.3 International Baccalaureate Organization. Diploma Programme: From Principles into Practice. August 2015.

13.4 International Baccalaureate Organization. Diploma Programme Assessment Procedures. 2025.

13.5 International Baccalaureate Organization. University recognition, admissions, and course selection guidance available through MyIB and ibo.org.

Annexes

- Annex 1: Code of Conduct
- Annex 3: Academic Integrity Policy
- Annex 4: Assessment Policy
- Annex 5: Inclusion Policy
- Annex 6: Language Policy

This document is published by SBG Academy as part of its IB Diploma Programme candidacy policy framework. For questions, contact the admissions office via the Contact page at sbgacademy.ma.