

## Admission Policy

At Nisai, we are committed to providing an inclusive, holistic, and supportive learning environment where every student is valued, respected, and empowered to thrive. Our admissions policy reflects our belief that quality education should be accessible to learners of all backgrounds, abilities, identities, and circumstances. As an online school, we embrace the diversity of our community and strive to remove barriers to learning by offering flexible pathways, individualised support, and a nurturing educational experience.

This policy outlines the principles and processes that guide our admissions procedure and requirements. It ensures that each student is considered with fairness, transparency, and care, and that students are welcomed into a community designed to foster academic growth, personal development, and emotional well-being. Through this approach, we aim to create a learning environment where every student feels safe, supported, and inspired to reach their full potential.

### Purpose of the Policy

The purpose of this policy is to:

- Provide a clear, transparent admissions process for students and families.
- Ensure equitable access and remove barriers to enrolment.
- Uphold our commitment to inclusion, diversity, and holistic student support.
- Align our admissions processes with relevant educational standards and regulatory requirements.
- Guarantee that our resources and support systems are matched to each learner's needs.

### Guiding Principles

#### **Inclusivity**

We welcome students from all cultural, linguistic, religious, and socio-economic backgrounds, and from all geographic regions. No applicant will be discriminated against on the basis of race, gender, disability, sexuality, family circumstances, or additional learning needs.

#### **Holistic Approach**

We take into consideration all background information such as academic experience, interests, strengths, well-being, and learning needs—so that we can provide meaningful support from the moment they join.

#### **Accessibility**

As an online school, we prioritise removing barriers related to location, physical access, and prior educational pathways.

#### **Supportive Transition**

Every learner is supported in transitioning smoothly into Nisai through induction, guidance, and ongoing pastoral care.

## Eligibility Criteria

### **Age Requirements**

We accept students from age 10 for our KS2 programmes, up to age 25 with an EHCP. For students without an EHCP, our maximum age is 19 for entry onto the final year of a course.

### **Technical Requirements**

To access Nisai, students must have:

- Reliable and stable internet access
- A suitable device for online learning such as a laptop or PC
- Basic understanding of the use of technology/computer literacy or have support to develop it

### **Educational requirements**

Should a student be enrolling for an A Level course, then we require previous qualification certificates to be shared with us to ensure that they meet the criteria of the course. Entry to other standard courses will be subject to an initial assessment (see induction and initial assessment). Course admission where minimum requirements are not met are subject to review by the Head of Teaching and Learning.

### **Special Educational Needs**

We welcome students with diverse educational needs. To ensure appropriate support:

- We gladly welcome students with an EHCP and as Nisai is approved by the Department for Education for Post 16 students (Section 41), we can be the named provision.
- For Pre 16 students, we work closely with the referring school to support the required outcomes, both educational and pastoral.
- In all cases, we would be happy to receive EHCPs in advance of registration so that we can consult to ensure that we can meet the needs of the student and respond appropriately. Where we can't fully meet the needs due to external requirements etc or those provisions that we do not offer, we will always offer an alternative.

### **Enrolment Deadlines**

Some of our courses have enrolment deadlines in place to ensure that we can successfully fulfil the curriculum requirements of the courses. Should a deadline have passed, we will consider the previous background and prior learning on a case-by-case basis to ensure we maximise all opportunities for new students.

### **Exams**

It's the customer's responsibility to source an appropriate exam centre; learners without an appropriate exam centre will be unable to achieve a qualification. Learners can be enrolled on a teaching and learning only basis (not sitting a qualification) by agreement. Our Exams team can offer advice and guidance on how to find a centre and ensure that you have all the correct information in advance. Nisai acts as an exam centre for vocational based qualifications such as Employability, Digital Skills etc.

## Application Process

### Step 1: Initial Inquiry

Schools, Local Authorities or Families should contact Nisai to receive information about our offer and to arrange a taster session. The taster allows prospective students to experience an online lesson in English, Maths, or Science and provides an opportunity to explore the features of our interactive classroom.

During the taster session, students are introduced to the various communication methods used in our virtual learning environment, including live discussion, public and private chat functions, closed captions, emoji expressions, interactive whiteboards, and a range of collaborative activities. This experience helps students and families gain a clear understanding of how teaching and learning take place online and enables them to make an informed decision about whether our provision is suitable for their needs.

### Step 2: EHCP Consultation (if applicable)

EHCPs should be sent to our secure email address [ehcp@nisai.com](mailto:ehcp@nisai.com). They should be in date, and the most recent paperwork should be shared. This will ensure we provide a timely and accurate response within the 15-day consultation period.

### Step 3: Submission of Agreement Documentation

Costs and Terms and Conditions will be provided to the Customer/Parent. This will need to be agreed, signed and returned. A customer information form will also need to be submitted in order for relevant contacts to gain access to the Customer/Parent Portal where an online registration form (referral) will need to be completed. An invoice will be generated on receipt of the signed paperwork.

### Step 4: Submission of online referral form

The nominated student contact/caseworker will be provided access to complete the appropriate referral form.

- This will include all personal contact information for the student and family
- Previous academic background and supporting information
- Selection of the required subjects
- Provide contact details for those who Nisai are permitted to speak to about the student and who will receive information and updates, such as non-attendance alerts, end of term reports and safeguarding and welfare escalations
- Providing details about anticipated exam arrangements

### Step 5: Set up and Welcome

On receipt of the referral form, our Customer & Student Support Team will send a welcome letter to the student and the parents/carers which will include important information about starting with the Nisai Virtual Academy and make introductions to key staff and provide contact information. Students will also have their own personal username and password generated which will give them access to the Student Portal.

### Step 6: Induction and Initial Assessment

Students are invited to attend an induction where the student portal will be shown, and all key information will be shared. The aim of the induction is to ensure that students are confident and comfortable in being able to navigate the portal and provides opportunities for questions and reassurance. The induction is split into two sessions:

Session 1 –introduction to the classroom, show round of the Student Portal and important information for new students.

Session 2 – Timetables, assignments, course information and who to contact.

Dependent on which level the student is planning to study, they may be asked to complete a baseline assessment in both English and Maths; we use this information to support the enrolment so we can ensure that they are being placed in classes appropriate to their needs. If an assessment result comes back that shows they are not at the recommended level needed for the course, then the customer will be contacted and provided with other options.

### **Step 7 – Timetabling and enrolment**

Once the assessment results are back, students will be added to classes based on their needs and subject selection. Copies of timetables will be sent to the appropriate contacts.

### **Step 8 – Prior Learning Assessment**

A Prior Learning Assessment (PLA) for each subject is issued to all students as their first assignment within the first week of commencing classes. The purpose of the PLA is to provide teaching staff with an early indication of each student's existing knowledge, understanding, and skills in relation to the programme of study.

Completion of the PLA enables teachers to:

- identify any gaps in prior learning that may require additional support or intervention;
- recognise areas of strength where students may benefit from extension or enrichment opportunities;
- inform the planning of differentiated teaching and learning activities; and
- ensure that students are placed on the most appropriate pathway or level, where applicable.

The PLA serves as a diagnostic tool to guide personalised learning, tailor support strategies, and promote the successful progression of all learners.

### **Step 9 – Settling in**

Parents and students will be contacted shortly after starting lessons to make sure that students are settling into Nisai and to ensure that they are happy with their lessons and how they are feeling. It is a priority for us to ensure that we have open, friendly and transparent communications with our students and families and we wish to build on these relationships throughout their time with us.

### **Equal Opportunities and Non-Discrimination**

Nisai is committed to equal opportunities. We do not discriminate on the grounds of:

- Race or ethnicity
- Gender or gender identity
- Sexual orientation
- Religion or belief
- Socio-economic status
- Disability or special educational needs
- Family structure or caregiving arrangements

We work actively to ensure that our processes remain equitable and inclusive.

## Student Code of Conduct

Nisai Learning is committed to providing a safe, inclusive, and respectful learning environment. All students are required to follow the Code of Conduct below to ensure a positive learning experience for themselves and others.

### Respect and Behaviour

Students should:

- Treat all students and staff with respect and kindness at all times.
- Not engage in any form of bullying, harassment, discrimination, or victimisation.
- Contribute to a safe and inclusive online learning community.

### Academic Responsibilities

Students should:

- Complete all classwork, assignments, and coursework to the best of their ability.
- Aim to meet all deadlines and inform staff as early as possible if they are unable to do so.
- Notify staff when they require assistance or support with their learning.

### Attendance and Punctuality

Students should:

- Attend all scheduled lessons on time.
- Ensure a parent or guardian notifies Nisai Learning of any absences.

### Technology and Online Conduct

Students must:

- Keep their login ID and password secure and not share them with anyone.
- Use only lesson-related websites, software, and resources during live lessons.
- Engage appropriately in all online learning spaces and follow staff instructions.

### Attendance and Participation

Regular attendance and active participation are key to successful learning within our online provision. Students are encouraged to attend all scheduled lessons, though we recognise that unavoidable circumstances can sometimes affect attendance. Where a student is unable to attend, parents, carers, or the referring organisation should inform us at the earliest opportunity, providing a reason for the absence.

Registers are taken at the start of every lesson. In addition to attendance, teachers note each student's contribution and engagement throughout the session, including participation in discussions, use of interactive tools, responses to tasks, and overall involvement in the virtual classroom.

To support ongoing assessment and pastoral awareness, each lesson begins and ends with a short confidence poll. These polls give teachers a valuable insight into how students feel about their understanding and progress, helping to identify where additional guidance, support, or extension may be beneficial.

All lessons are recorded. This ensures that students who miss a lesson can catch up with their peers and provides the opportunity to revisit content at their own pace for revision, reinforcement, or independent study.

Punctuality is encouraged to help students settle and gain the most from each lesson. We recognise that extenuating circumstances may occasionally cause lateness, so a ten-minute window for entry is permitted for all standard lessons.

Active participation is encouraged and forms a central part of our interactive classroom approach. Students are invited to engage in ways that feel comfortable and accessible to them, whether through public or private chat, using a microphone, responding to polls, interacting with the whiteboard, or taking part in collaborative tasks. This flexibility supports individual preferences, reduces barriers to participation, and accommodates a wide range of SEND needs. Participation allows teachers to celebrate achievements, monitor progress, and provide timely guidance or support where needed, ensuring every student can engage meaningfully and successfully in their learning.

If attendance, punctuality, or engagement patterns give cause for concern, we will work collaboratively with the student, their parents or carers, and the referring school or Local Authority to identify any barriers and agree appropriate support or interventions.

## Academic Integrity

Academic integrity is a core principle of our learning community. Students are encouraged to approach all work honestly and responsibly, ensuring that their submissions reflect their own knowledge, understanding, and effort. This includes acknowledging the contributions of others, using sources appropriately, and avoiding plagiarism, fabrication, or any form of cheating.

We support students in developing good academic practices through clear guidance, scaffolded tasks, and access to resources on referencing, research skills, and ethical use of information. Teachers monitor engagement and submissions carefully and provide constructive feedback to help students improve their skills and confidence.

Students are encouraged to ask for support if they are unsure about how to complete an assignment or reference work correctly. This ensures that all learners can demonstrate their learning authentically, build trust in their own abilities, and develop the skills they will need for further study or future employment.

All lessons are quality assured to maintain high standards of teaching and learning. This includes regular observation, review of lesson planning, assessment practices, and monitoring of student engagement and progress. Quality assurance ensures that students consistently experience well-structured, inclusive, and effective lessons that uphold the principles of academic integrity while supporting individual learning needs.

Breaches of academic integrity are taken seriously. Where issues arise, they are addressed in a fair and supportive manner, with the aim of helping students understand the expectations, reflect on their practice, and take corrective action.

## Safeguarding

Our students' welfare is of paramount importance to all of us at Nisai. We understand our statutory duty to safeguard and promote the welfare of our students, and we expect ALL staff to share our commitment in maintaining a safe environment and a culture of vigilance. All Staff attend mandatory safeguarding training and all appropriate pre-employment requirements and DBS checks are conducted in advance of starting employment.

Students are encouraged to talk openly with staff if they are worried or concerned. We make every effort to listen to and capture the voice of students to enable us to have a clear understanding of their backgrounds and experiences. This includes understanding that the child's behaviours and barriers and feedback from staff, also form part of the student voice. Ultimately, we have the best interests of students at the heart of all our systems, processes and policies at Nisai.

Our staff, in their day-to-day contact with students and their families/carers, have a crucial role in noticing indicators and ensuring that the correct and appropriate escalation procedures are followed as a matter of urgency. Everyone has a responsibility to act without delay to protect our students, by reporting any concerns to our Safeguarding Team. We work closely and in partnership with all our customers, families and other agencies and have rigid escalation procedures and share the same goals, learn with and from each other, acknowledge and appreciate differences as well as challenging each other.

### **Confidentiality and Data Protection**

All personal and educational information provided during the admissions process is kept confidential and handled in accordance with data protection regulations. Information is used solely for admissions and student support purposes.

### **Review of Policy**

This Admissions Policy is reviewed annually to ensure that it remains aligned with best practice, evolving educational needs, and legal requirements.

<b>Key Responsibility for Policy</b>	<b>Related Policies and Documents</b>
Chief Operating Officer Customer & Student Support Team Manager	Quality Assurance Policy Student Guide 2025-2026 Nisai Exams Guide Attendance Policy Safeguarding Policy GDPR Policy

**To be reviewed: September 2026**