



ONE International Enrollment Policy & Procedure Handbook Early Years Foundation Stage (EYFS) 2022-2023

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Dear Parents and Carers,

On behalf of myself (Head Teacher – Ashleigh Rees) and the staff team at ONE International, I am pleased to welcome you to our growing school!

We look forward to a productive partnership with you to ensure your children can achieve their highest potential. School years are an exciting time, when children embark upon new adventures in the world of learning. Each year will bring important transitions and the acquisition of new skills that will enhance each student’s ability to apply learning in many ways. ONE International is committed to providing a challenging and rigorous curriculum that helps each student progress at a developmentally appropriate rate and provides a safe environment for all students.

Teaching and learning offers us all numerous opportunities to focus on a number of small things that culminate over time to produce students that are prepared to do great things in life. With this in mind, ultimately as a school community we are judged by the actions of our students and the way new student learning connects and impacts the world beyond our school. Our vision and mission statement reflects this commitment and states that:

ONE International School provides high quality education for British children and English speaking children of other nationalities. Through collaboration of teachers, parents, students and the community, we aim to promote a global perspective, guiding our students to be proactive within the school community, society, their family and the world around them. Our school motto is “Every child matters, every moment counts!”.

Further to this we also value the social and emotional development of each child as they transition from their primary years through early adolescence. We all value life-long learning and aim to make your child’s learning experience at ONE International engaging and exciting.

As the Head Teacher at ONE International School, I believe that it is my responsibility to maintain and to continue to promote a supportive and collaborative spirit at our school. Together, as a school community, we will work together to build on the traditions of the past and meet the challenges of the future in innovative and exciting ways.

Should you have any concerns or questions arising from the following information, please don’t hesitate to contact us at the first opportunity.

Kind Regards



Miss Ashleigh Rees
Head Teacher and Manager

ONE International School Equality and Diversity Policy

ONE I.S. is committed to valuing diversity by providing equality of opportunity and enacting anti-discriminatory practice for all children and families.

Aims

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities in the setting.

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admission policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy.
- We do not discriminate against a child or family, or prevent entry to our setting, on the basis of: colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the daily curriculum.
- We take action against any discriminatory behaviour by staff or parents. Displaying openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school grounds and will be dealt with in line with our both our disciplinary and exclusion policies.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcomed from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and, where applicable, visa checks.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves and people from other cultures and backgrounds. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Recognising the different learning styles of individuals, making appropriate provision within the curriculum to ensure each child receives the widest possible range of opportunities to develop their skills and abilities.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping the children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with additional learning needs and children with disabilities.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of ONE I.S. and to contribute fully.
- For families who speak languages in addition to English, we continue to develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means.

Food

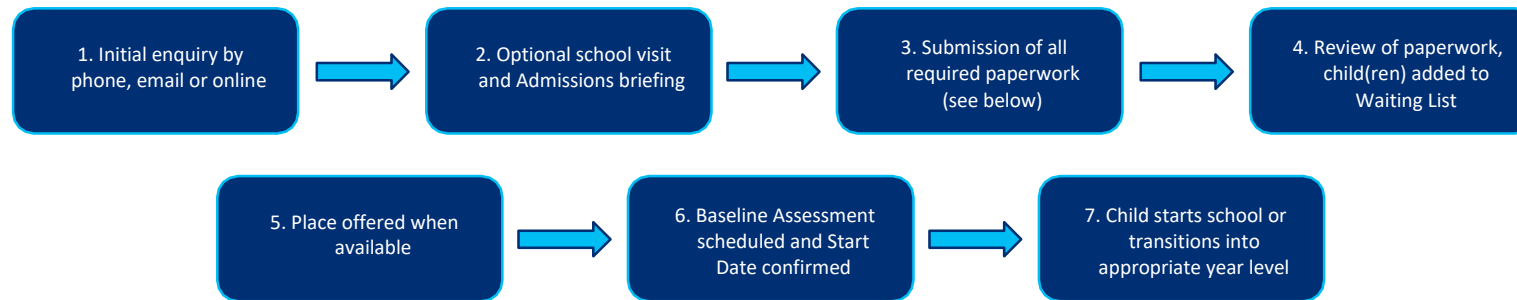
- We work in partnership with parents to ensure that medical, cultural and dietary needs of children are met. We help children to learn about a range of food and of cultural approaches to mealtimes and eating, and to respect the differences around same.

Meetings

- Meetings are arranged to ensure that all families, who wish to, may be involved and have an input in the development of the school.
- Information about meetings is communicated in a variety of ways: written, verbal, digital --- and is translated (where possible) to ensure that all parents have information about access to the meetings.

ONE International School EYFS Admissions Policy

ONE I.S. welcomes children from all backgrounds and believes that diversity enhances children’s social and educational experience. Registration is available throughout the year, with those children who are unable to access a place immediately, put on our Waiting List for consideration at a later date. Where places become available, children on the Waiting List who are within the admission age range will be offered a place based on the date they registered – so the earlier the better!



During step three of our admissions process, the following documents will need to be provided as part of the Registration and Permissions Forms.

- A copy of the child’s birth certificate
- A copy of the passport showing:
 - Applicant’s picture, date of birth and passport number
 - Issuance and expiry date
 - Current immigration status- Please submit a copy of the primary parent visa and the candidate(s) visa must be submitted. Please note that students must have a valid temporary/permanent resident visa to study in the Philippines. Tourist visas are NOT acceptable for continued study at ONE I.S.
- A non-refundable, consumable, registration fee of 5,000php/per child

We are currently accepting applications for the classes listed below:

ONE International Admission EYFS Ages and Classes			
Stage	Class	Age Range	Admission Age
Nursery-EYFS	Turtle Tots	2-3 years	2 years old before August 15th
Pre-School-EYFS	Sun Stars	3-4 years	3 years old before August 15th
Reception-EYFS	Sea Dragons	4-5 years	4 years old before August 15th

Prior to admission, all relevant forms must be completed and necessary paperwork submitted. Your child will then either be offered a place or included on the Waiting List.

ONE International Early Years Foundation Stage (EYFS) Curriculum and Ethos

At ONE International we have a mixed EYFS class which includes the: Nursery (2-3yrs), Preschool (3-4yrs) and Reception (4-5yrs) years in which all the children follow the Early Years Foundation Stage (EYFS) Curriculum devised in England and adapted to incorporate relevant local celebrations and festivities.

Children are perceived as naturally competent learners from birth, resilient, capable, confident and self-assured, and our policies and practice are designed to build on these qualities, developing positive supportive relationships to nurture an inquisitive approach to learning where making mistakes is viewed as an important part of the learning process. In educating our children to become strong, responsible, independent learners, our teachers recognise that all areas of learning and development are equally important and inter-connected and that the learning environment plays a key role in supporting and extending a child's development.

Our aim is to offer a safe, caring learning environment, which promotes physical, mental, and emotional health and well-being, with good communications skills, as part of the core curriculum. We have a strong focus on developing key literacy and numeracy skills, artistic abilities, personal interests and a general knowledge and understanding of the world.

The Early Years Curriculum is based on seven key areas of learning and these are covered daily and holistically using a mixture of self-directed and adult-led activities:

Personal, social, and emotional development involves: helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

Communication and language development involves: giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Physical development involves: providing opportunities for the children to be active and interactive, to develop their co-ordination/ control / movement in both gross and fine motor skills.

Literacy development involves: encouraging children to read and write both through listening to others reading as well as being encouraged to begin to read and write themselves. Children are given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.

Mathematics involves: providing children with opportunities to practice and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

Understanding the world involves: guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves: supporting children to explore and play with a wide range of media and materials, providing opportunities and encouragement for sharing their thoughts, ideas and feelings; introducing a variety of activities in art, music, movement, dance, role-play, and design and technology.

