NORD ANGLIA INTERNATIONAL SCHOOL DUBLIN

ADMISSIONS POLICY

Policy/Version Number: 1/9

Description: Admissions Process

Date		Written By		
Published By	Website	Parent Portal	Staff Portal	
Applicable To	Faculty Staff	Support Staff	Parents	Students
Reviewed				
Approved By		Next Review		

Admissions Policy

Nord Anglia International School Dublin opened in September 2018. NAIS Dublin offers the International Baccalaureate curricula educating students from KG3 (age 3) through to Grade 5 (age 10-11) following the Primary Years Programme (PYP) and Grade 6 (age 11) to Grade 10 (age 15-17) following the Middle Years Programme (MYP). Admission to the NAIS Dublin Diploma Programme can be accessed once a student has finished IB MYP Grade 10 or the equivalent. Students will be given guidance on the requirements needed to achieve a full IB Diploma and the IB Diploma subjects required to pursue their university and career ambitions. Given the academic rigour of the IB Diploma Programme, students must join Grade 11 at the beginning of the academic year and not any later. Any such admission requests will have to be taken under advisement and the school may decide not to accept the student depending on the timing of their application. We do not accept students into Grade 12 however, consideration can be given to students moving from another IB school, whose subjects and levels are in direct correlation with the NAIS offer. These world-renowned, distinctive programmes emphasise collaborative, inquiry-based learning and inculcate transferrable skills which foster global-mindedness, inter-cultural understanding, tolerance, and respect. The school's innovative approach to personalised learning and its commitment to a holistic education through learned well-being, will ensure that each child flourishes.

NAIS Dublin has a number of unique partnerships with world leading institutions such as The Juilliard School, The Massachusetts Institute of Technology (MIT) and UNICEF. Nord Anglia connects students in all of its schools through the Global Campus learning platform enabling collaboration with their peers around the globe in real time. The Principal, the Heads of Primary and Secondary and Admissions Team are available to meet with prospective parents and students to discuss the school's academic and pastoral programme and to explain how our students benefit from our bespoke collaborations.

Choosing the right school is an important decision. We believe that the admissions process is the first step in developing a lasting partnership, as we work together to support your son or daughter throughout their school career. We accept applications throughout the year, have a simple admissions process and aim for this to be informative and supportive as your family makes the transition to our school. Our admissions team is on hand to support and guide you in any way we can.

The school caters for students who have the following attributes:

- A positive attitude to learning.
- The ability to thrive in a high achieving environment.
- Individual learning needs which can be largely met within the mainstream classroom, without disruption to others or significant additional adult support.

For enrolment to KG3, KG4 and KG5 classes, students must be out of nappies and fully toilet trained. Students must be able to use the toilet independently without any adult support before joining the school. If we discover this is not the case when a student has joined, we will ask the parent to remove the child until they are independently using the toilet. Students joining KG3 and KG4 require a gradual start to schooling. This staggered start will be communicated by the class teacher in advance of the student starting school (see further details under enrolment).

Ensuring your child gets the best start

When you begin the enrolment process, we will provide an opportunity for you and your child to meet with us for a relaxed, informal chat either in person, via Skype, Zoom, Microsoft Team or by telephone. This is an opportunity for you to get to know us, meet our staff and learn about the school. This also enables us to get to know you and your family and establish how we can support you effectively.

It is the policy of the school to place students within their appropriate age group based on their date of birth prior to 30th June. Year groups are named differently in each country, for example, Year 2 in England is equivalent to Grade 1 at NAIS Dublin, although both programmes are for 6-year-olds who turn 7 during the school year. We can advise on which Grade is appropriate for your child and the country comparison chart below is a useful guide to help you when applying for a place at the right Grade level. Students requesting to join a class that they are not age appropriate for will need approval by the Head of School and the Principal and certain tests may be required for this to happen.

Age on 1st July	**IB Grade**	**Irish Grade**	**UK Years**	**US Grade**
3	KG3	Pre-Primary	FS1	Pre-School
4	KG4	Junior Infants	FS2	Pre K
5	KG5	Senior Infants	1	Kindergarten
6	Grade 1	1st Class	2	1
7	Grade 2	2nd Class	3	2
8	Grade 3	3rd Class	4	3
9	Grade 4	4th Class	5	4
10	Grade 5	5th Class	6	5
11	Grade 6	6th Class	7	6
12	Grade 7	1st Year	8	7
13	Grade 8	2nd Year	9	8
14	Grade 9	3rd Year	10	9
15	Grade 10	4th Year (TY)	11	10
16	Grade 11	5th Year	12	11
17	Grade 12	6th Year	13	12

How to apply

Starting the process is simple, just fill in our online application form and attach a copy of the relevant documents:
Copies of student's passport, latest school/nursery report, birth certificate, vaccination records and passport sized colour photograph along with copies of both parent passports.

Points to note when completing the online application form:

- Please ensure you add parents'/carers' contact information.
- Supporting documents must be uploaded and included in the online application form or sent directly to a member of the admissions team.

You will receive an automatic acknowledgement email once your application has been successfully submitted. Every prospective student is admitted in line with the NAIS admission policy. A completed application submission does not guarantee your child a place at our school. Please do not hesitate to contact our Admissions Team if you have any questions regarding the admissions process or if you have any problems completing the online form.

- Maoiliosa McMahon – Director of Admissions and Marketing Maoiliosa.mcmahon@naisdublin.com
- Fiona Byrne – Admissions Manager Fiona.byrne@naisdublin.com
- Kathleen Pourchet – Admissions Administrator kathleen.pourchet@naisdublin.com

In certain circumstances, an application can be approved without any one of the required documents, the final decision on this is made by the Principal.

Considering the application

We consider each application individually taking into account academic ability, behaviour, attitude and additional learning needs. Wherever possible, the Principal and/or Heads of School like to meet each student to learn more about them as individuals. In some circumstances, additional medical reports or psychological assessments from your child's previous school may be requested by the Admissions Team. For students enrolling in KG3 to Grade 1, students will need to meet with our Head of Primary or SLT member in person. If this has not been possible before a place is offered to a student, a conditional offer will be made subject to a meeting with our Head of Primary or SLT member in person.

Upon receipt of the application form, this will be processed and reviewed by our Admissions Panel. The Admissions Panel makes a recommendation for each application and the School Principal makes all final admissions decisions. The outcome of which will be either:

- Approved
- Request for further information
- Declined

If the Admissions Panel deems the needs of the child can be met pastorally and academically without impacting negatively on the high-quality education delivery of other students and that there is available space in the appropriate grade, then an offer is sent in the form of a confirmation letter for enrolment to parents.

Failure, at this stage of application, to declare accurately and fully, the extent of a child's individual learning needs may result subsequently in parents being asked to withdraw their child if the school is unable to meet his or her learning needs. This is a situation that we are anxious to avoid, particularly as it may impact adversely on the child's self-esteem and future learning.

Enrolment

Once an offer of a place has been made in writing, parents are required to pay an enrolment fee of €1,600 per student. This non-refundable fee secures your child's place for **a set date and enrolment year** and 50% of this fee is deducted from the first term's tuition fees. If the application is completed close to the start of school, an invoice will be issued for the term of fees which will need to be paid in advance of the student starting school. The student must start during the academic year the place has been offered for. You will need to communicate early with the Admissions Team if you require a change to your child's expected start date.

To ensure your child has the best possible start at our school, we work with families to support this transition. Where possible we encourage families to visit the school prior to the start date to see the environment, meet the Head of School, teachers, and other students. We may contact the previous school for a reference.

In the Early Years, we agree a settling-in strategy with parents. All students joining KG3 and KG4 require a gradual start to schooling. This staggered start will be communicated by the class teacher in advance of the student starting school. The Early Years teachers will be in regular contact with parents over the course of the first few days, with a formal meeting held during the half term to discuss how your child has settled.

The parent contract must be signed before the student joins NAIS Dublin.

English Language Instruction and Support

At NAIS Dublin the language of instruction is English and therefore, for a student to be accepted, it is essential that the potential to succeed in this language is evident.

KG3 – Grade 1: students arriving in our younger year groups with little or no English can normally acquire the language quickly. Admission to the school would not normally be rejected based on a child's language ability at this age.

Grade 2 upwards: students applying to the school from Grade 2 upwards with little or no spoken English will be assessed by the ELS Coordinator (English Language Support) or an ELS teacher. This will involve an informal conversation and an online placement test. This assessment determines the ease of which the school curriculum can be accessed. It also determines the amount of English Language Support needed. If a student does not complete the test on the school premises, they will need to be supervised so that the test is an accurate reflection of their level of English. A table in the Appendix indicates the level the student needs to achieve in order to be offered a place in the school. Once a student has taken up a place, should there be a discrepancy between the test result and the actual level of the student, there may be additional costs or the student's place may be withdrawn and the student will be asked to leave without any tuition fee reimbursement. In May 2021, any existing students that require English Support will be assessed and those not reaching the benchmarks listed below will pay a fee for additional English support.

Common European Framework of Reference for Languages or CEF Levels

The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is widely used internationally, and all- important exams are mapped to the CEFR. There are six levels: A1 - Breakthrough, A2 – Waystage, B1 - Threshold, B2 - Vantage, C1 - Effective Operational Proficiency and C2 – Mastery. The Admission Team has English Language Proficiency equivalency tables (see Appendix A) which match the CEFR levels to other accreditations (e.g. IELTS, TOEFL, SSAT, KET, PET etc) and indicate desired entry proficiency levels for the different Grades in the school. These levels are all 'a rule of thumb' and will be balanced against interview and prior report outcomes.

Overseas students who require English Language Support may be offered a course of study which is restricted with some discursive subjects disapplied in favour of intensive language study to develop Cognitive Academic Language Proficiency (CALP). Once the student joins the school, any student requiring EAL will have their baseline language skills tested again and their placement on the CEFR (The Common European Framework of Reference for Languages) continuum will be determined before a tailored programme involving a combination of immersion

and withdrawal is provided by the EAL teachers. Students may already have accredited prior learning in EAL such as IELTS, KET, PET, TOEFL, SSAT or Cambridge. As a general rule of thumb, the later one arrives with limited English, the less likely will the student be able to access the curriculum fully and perform according to their innate ability.

As part of the curriculum students have the opportunity to learn other languages through our second language acquisition programme. The School does not offer a bilingual instructional programme or offer provision for Mother Tongue maintenance with the exception of the IB DP programme . However, where possible we will support families who want to make private arrangements for this. Any student who accepts a place at NAIS Dublin may be required to study English during second language acquisition lessons.

Assessment

Any student joining the school from Grade 2 and above will be required to sit a Cognitive Ability Test 4 (CAT4) (once they are enrolled in the school) which will determine how NAIS Dublin can meet their academic needs. In some circumstances this may be required before a place is offered. For students enrolling in our Grade 11 class that are not already enrolled in NAIS Dublin, they will be required to sit a CAT 4 test to ensure they IB Diploma Programme is a suitable programme for them to complete. This will be arranged by a member of our Admissions Team.

Additional Education Needs - Specific Learning Differences

We support students of different individual levels and abilities. If you think your child has specific learning requirements, we would be happy to discuss them with you. Please provide additional reports with your application including: Individual Education Plans (IEPs), Educational and Clinical Psychologist reports, Occupational Therapy reports, Speech and Language reports and any relevant medical reports. A meeting with the Head of AEN would be set up as part of the Admissions process.

Consideration will be given to whether the school can provide the necessary staff, resources and, in some cases, specialist equipment to truly meet the needs of the child or whether extra support will be required. This extra support will not be within the fee structure of the school and the cost of it will be calculated depending on the specific needs of the student at point of entry or as they may be identified and emerge during their time at school. This also applies to the funding of independent psychological evaluations that may be requested by the school of the parent. The professional opinion of the school in this regard will be final. In addition, the school will consider whether acceptance of the child will have any impact on the quality of teaching, learning and provision for other children in the same cohort. If relevant, health and safety aspects will be considered. At any one time the schools admission of AEN students will not exceed 10% of the student population.

Class Sizes

The typical class sizes are as follows:

Grade	Number of Students
KG 3	20
KG 4	20
Infants	20
Grades 1 to 12	22

**The class size may exceed this number in exceptional circumstances.*

Re-enrolment and Withdrawal

Students are automatically re-enrolled every year from one term to another. We will write out to parents in February/March of each year and ask them if they would like to re-enrol students for the following academic year. We require a deposit of €1,600 per student which will be added to Term 3 fees to secure your place. If the decision is taken that a student is to be removed from NAIS Dublin, it is required that the fee payer gives one (1) term's notice in writing to the Director of Admissions. If the fee payer fails to give this notice, a term's fees in lieu of notice will be incurred. NAIS Dublin reserves the right to withhold school reports

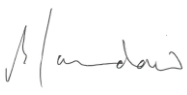
- If leaving at the end of the Spring Term (of any year) you must notify the school by the last day of term in December of that year.
- If leaving at the end of the Summer Term (end of June of any year) you must notify the school by the last Friday in March of that year. For any further information regarding the NAIS Dublin admissions process, please do not hesitate to contact our admissions team.

If you are withdrawing your child(ren) from NAIS Dublin and applying to other schools for a place which requires an assessment to be completed as part of the admissions process, please apply in writing to the Head of School. The school may be able to arrange for this to be completed during school hours, however there will be an invigilation and administrative charge for arranging this. NAIS Dublin school will accommodate reasonable requests from prospective schools to facilitate transfer in the form of grades, references and reports only.

This policy was adopted by Nord Anglia International School Dublin on

This policy/statement will be reviewed annually.

Person in Charge: Barnaby Sandow

Signature: 

Date: 22 August 2025

Appendix A

CEFR Levels

The **Common European Framework of Reference for Languages** (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is very widely used internationally and all-important exams are mapped to the CEFR.
There are six levels: A1, A2, B1, B2, C1, C2.These are described in the table below.

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: CAN show visitors around and give a detailed description of a place.
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: CAN take part in a routine conversation on simple predictable topics.
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: CAN ask simple questions about a menu and understand simple answers.

Source: https://www.examenglish.com/CEFR/cefr.php

The below tables show the equivalency and mapping of the CERF to other English exams:

NAIS DUBLIN ENGLISH LEVEL REQUIREMENTS

Grades 2-4 Cambridge PET	**CEFR**
	B1
Grades 5 – 8 Cambridge PET	**CEFR**
	B1
Grades 9 -10 Cambridge FCE	CEFR
	B2
Grades 11 & 12 Cambridge CAE	**CEFR**
	C1

English Proficiency Test Equivalency Chart

Converse International School of Languages
San Diego and San Francisco, California

Common European Framework (CEFR)	Cambridge	IELTS	TOEFL iBT	TOEFL ITP	TOEIC
A1					0-150
A1					150-250
A2	KET				250-375
A2	KET	<4	0-31	0-397	375-500
B1	PET	4-4.5	32-34	400-417	500-560
B1	PET	4.5-5	35-45	417-450	560-625
B2	FCE	5-5.5	46-59	450-497	625-690
B2	FCE	5.5-6	60-78	497-550	690-750
C1	CAE	6-6.5	79-93	550-587	750-815
C1	CAE	6.5-7	9-101	588-607	815-900
C1/C2	CAE/CPE	>7	>102	>610	>900