

## ADMISSIONS POLICY

Date	Review	Lead Policy Writer/s	Leader Responsible
September 2023	September 2024	Branca Farthing (Director of Admissions)	Branca Farthing (Director of Admissions)

### Policy

Nord Anglia International School Dubai (NAS Dubai) offers a British style education that broadly follows the English National Curriculum from Early Years Foundation Stage 1 (FS1) to Year 11 followed by the IB Diploma Programme (international qualification) and A Levels (British qualification) in Years 12 and 13.

We invite all prospective parents to make an enquiry and arrange a virtual meeting and tour of the school, and with this learn about our school. Our personalised virtual meeting and tour, followed by a physical tour of the school that is offered upon the submission of application for a place, provide opportunities to get to know the school and discuss the educational needs of the applicants.

We consider each application individually, taking into account academic ability, behaviour and additional needs as well as age, gender and nationality as we endeavor to achieve balance, equality and broad international representation at NAS Dubai. NAS Dubai fosters a strong community with high academic aspirations for all its students, is committed to inclusive education and has excellent pastoral care.

*“At NAS Dubai we believe that there are no limits to what we can achieve for ourselves and for others.” NAS Dubai Mission Statement*

At NAS Dubai we offer an inclusive mainstream curriculum with additional support, tailored interventions, differentiation, and personalisation, where and when necessary. Our learner profile is one that teaches our students to be open minded, principled, knowledgeable, balanced, reflective and caring as well as risk takers, communicators, inquirers and thinkers.

The school conscientiously makes the best use of the curriculum materials and approaches available as it continues to serve the diverse needs of its students whilst being mindful of the regulatory structures and initiatives that are communicated by the Ministry of Education through Knowledge and Human Development Authority (KHDA).

Please note that waiting lists exist for some year groups. We operate a rolling waiting list system so if children are unable to gain entry on the desired period of enrolment their applications will continue to stay on our waitlist until a place becomes available. We do offer places throughout the academic year, with the exception of Year 10 and Year 12, where entry is preferred at the beginning of the academic year and no later than the beginning of the second half of Term 1 subject to the Head of School's approval. In accordance with KHDA regulations and nature of the curriculum, entry to Year 11 and Year 13 is not available.

To make an enquiry please complete and submit the Enquiry Form [here](#).

A member of the Admissions Team will provide you with an overview of the admission process, discuss our curricula, answer your queries, and take you on a virtual tour of the school.

Please allow approximately 1 hour for your virtual meeting and tour.

The Virtual Discovery Meeting will be conducted via Microsoft Teams, which is a free application. We will email you with the access details to the meeting once your booking is confirmed.

If you have booked an appointment with us and wish to cancel or reschedule, please call us on +971 4 2199 999, or email the Admissions Department on [admissions@nasdubai.ae](mailto:admissions@nasdubai.ae).

The application process starts when the application form together with the last year school reports are submitted to the Admissions department for review. Invitation for a formal entrance assessment that takes place either online or in school, and interviews with the Director of Admissions or senior members of staff, including the Heads of Inclusion (where applicable) are sent to the applicant.

Parents, guardians and/or any persons with parental responsibility for the student are asked to fill in the [Application Form](#) and sign the relevant section in recognition of their acceptance of the School's terms and conditions.

## Assessments

NAS Dubai fosters an inclusive education and maintains high academic standards for all. All students who apply to NAS Dubai participate in online admissions assessments. Assessment dates are arranged throughout the year.

- Assessments for the Early Years Foundation Stage 1 and 2, and Year 1 are arranged by the Admissions department and reviewed by the Primary Senior Leadership Team. Parents submit a short 30 second video of child playing and speaking.
- Assessments for the entrance to Primary Years 2 to 4 are arranged by the Admissions department and reviewed by the Primary Leadership Team. Parents submit applicant's piece of creative writing in English and a short video of student reading.
- Assessments for the entrance to Primary Years 5 and 6, and Secondary Years 7, 8, 9 and 10 are conducted virtually or in school by the Admissions department and reviewed by the Director of Admissions, Primary and Secondary Leadership Teams, and the Principal in certain cases. Students sit CAT4 assessment, and our school's English, and mathematics papers (mathematics is for Years 7 to 10).
- IB Diploma Programme and A Level prospective students take CAT4 assessment, and our school's English and mathematics assessments virtually or in school to gain a conditional offer which is confirmed following their iGCSE or equivalent results in the summer prior to the start of the year.

- Students who are identified as having a special educational need or disability (SEND) are offered a personalised assessment process that may include a video call with one of our SEND teachers and liaison with external professionals.

Following a successful assessment, students are either offered a place at NAS Dubai or placed onto our Waiting List.

### **Enrolment onto i/GCSE Programme into Years 9, 10, and 11**

NAS Dubai students start this Programme at the beginning of Year 9. At NAS Dubai this is a three year programme that leads to i/GCSE Public Examinations at the end of Year 11. i/GCSE Options will be discussed with a designated Admissions officer based on the prospective student's interest and availability. Following a successful assessment, students who are offered a place will be sent a link to the GCSE options form that registers their subject options directly with the school.

On a case-by-case basis, the school will consider a start in Year 10 no later than start of the second half of Term One (October). Application for any later entry is strictly decided by the Principal and the Secondary School SLT team. The expectation is that most students will progress onto the IB Diploma Programme or A Levels. The school does not accept students in Year 11.

### **Enrolment pathways in Year 12 and 13 - International Baccalaureate Diploma Programme (international qualification) and A Levels (British qualification)**

Both qualifications offer many opportunities for personal development, academic study and research, the development of leadership and collaborative skills, and an opportunity to contribute to the wider community.

All students are expected to adopt and maintain an ambitious working ethos if they are to be successful at IB and A Levels. To fulfil their potential, they will have to develop and focus on their commitment and ambition.

### **Suitability for the IBDP (international qualification) and A Levels (British qualification)**

For the entry onto IBDP (international qualification) and A Levels (British qualification), prospective students are required to have A\* to B in seven subjects at i/GCSE level or equivalent.

Students who do not fit into this criterion will be considered on a case-by-case basis with possible additional testing to ensure the school fully understands how to meet the needs of the individual, with the final approval from the principal.

Students who are offered a place on either IBDP or A Level programme will discuss their subject options with a Head of Sixth Form, based on either i/GCSE or equivalent considering student's prediction grades and final results to ensure the right pathway is chosen for progression onto university. They will be sent a link to the options form that registers their subject options directly with the school.

In addition to the above and when considering a student's suitability for entry to the IBDP or A Levels, the following criteria will apply:

The student's track record in terms of:

- o Work ethic
- o Attitude
- o Conduct
- o Academic integrity
- o Contribution to school life

## Inclusion

According to the Dubai Inclusive Education Policy Framework (2017) '*matters concerning admissions, participation and equity refers to the fact that students who experience SEND have the same right as all other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in a quality learning experience alongside same aged peers*'.

As an educational institution which is registered and operates in the United Arab Emirates ("UAE"), NAS Dubai is required to comply with the applicable legislation in the UAE and Dubai, including, but not limited to, the provisions of the UAE Federal Laws; the Laws and Regulations of Dubai; as well as the regulations and guidelines issued by the relevant authorities and regulators including the KHDA.

This policy, together with the wider policies in place at NAS Dubai and specifically the Inclusion Policy, provide the necessary framework to ensure that NAS Dubai is compliant with the following laws and regulations with regards to Special Educational Needs and Disabilities:

- The School's admissions policy adheres to the stipulations of the *Dubai Inclusive Education Framework (DIEF)* (Published November 2017).
- The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
- The School's admission policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
- The School's admission policy adheres to the stipulations of the ***UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*** (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4) – summarised as follows:
  - *Article 4 Clause 14:*
  - *To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;*
  - *Article 13 Clause 16:*
  - *To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;*

- Article 13 Clause 17:
- *To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;*
- Article 13 Clause 19:
- *To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;*
- Article 23 Clause 1:
- *To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;*
- Article 23 Clause 4:
- *To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;*

**At NAS Dubai we ensure:**

- All students applying to us have the right to sit admission assessments
- All students are fairly assessed, and their experience of SEND is never seen as a disadvantage
- Acceptance offers for Students of Determination are not conditioned by previous medical or professional reports
- Students of determination will receive sibling priority subject to availability of places
- Students of determination will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate learning environments
- Students of determination will be provided with appropriate levels of support, accommodations and curricular modifications in order for students to access the same educational opportunities as their peers.

The Admissions Team will seek the advice of the Inclusion Team to carry out an assessment of educational need upon entry to the school. The Inclusion Team will use the information gained from the assessment on entry and identification procedures to determine the type and level of support appropriate for each student. The Inclusion Team will also liaise with parents if a new student is in receipt of an external agency/diagnostic report which indicates the presence of a special educational need.

Once a student has been identified as having a SEND the school will assess and plan for special educational provision in accordance with the needs of the student.

Please refer to the Inclusion Policy for full guidance on admissions.

### Year Group Entry

Students are placed in the age-appropriate year group with the cutoff date of birth being 31<sup>st</sup> August in accordance with KHDA.

Year group	Age	Year Group	Age
FS1 (Nursery)	3		
FS2 (Reception)	4	Year 7	11
Year 1	5	Year 8	12
Year 2	6	Year 9	13
Year 3	7	Year 10	14
Year 4	8	Year 11	no entry
Year 5	9	Year 12	16
Year 6	10	Year 13	no entry

### Transfer Certificates

Overseas students and students transferring from other parts of the UAE must provide the correctly phrased and attested transfer certificate. This applies to students from Year 3 and above.

Students transferring within Dubai must request the KHDA Transfer Certificate from their previous school. This applies to all students from FS1 if relevant.

Without this, students cannot be registered with NAS Dubai and KHDA, the local education authority.

This document gives informed understanding to KHDA of student's previous school experience, age and year group correlative which stops students being promoted or demoted without prior approval by all parties.

All documents requested by KHDA must be submitted without delays.

### Waiting list priority

NAS Dubai gives priority to the following categories of students:

- 1 Teachers' children
- 2 Siblings of current students
- 3 Former NAS Dubai students
- 4 Students from other Nord Anglia Education schools
- 5 Students on the waiting lists
- 6 Siblings of students on the waiting list
- 7 Students of Determination
- 8 Siblings of Students of Determination
- 9 Children of Alumni

### Monitoring the Effectiveness of the Policy

The practical application of this Policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

<b>Principal:</b>		<b>Date:</b>
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Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
<ul style="list-style-type: none"> <li>Policy annually reviewed</li> </ul>	☑			B. Farthing – 30/September/2023
<ul style="list-style-type: none"> <li>Policy in line with current legislation and/or KHDA requirements</li> </ul>				
<ul style="list-style-type: none"> <li>Lead person in place</li> </ul>				
<ul style="list-style-type: none"> <li>Lead person carries out role effectively</li> </ul>				
<ul style="list-style-type: none"> <li>School personnel aware of this policy</li> </ul>				
<ul style="list-style-type: none"> <li>School personnel comply with this policy</li> </ul>				
<ul style="list-style-type: none"> <li>Pupils aware of this policy</li> </ul>				
<ul style="list-style-type: none"> <li>Parents aware of this policy</li> </ul>				
<ul style="list-style-type: none"> <li>Necessary resources in place</li> </ul>				
<ul style="list-style-type: none"> <li>Policy referred to the School Handbook</li> </ul>				
<ul style="list-style-type: none"> <li>Policy available from the school administration</li> </ul>				
<ul style="list-style-type: none"> <li>Policy available from the school website</li> </ul>				
<ul style="list-style-type: none"> <li>All stakeholders including students involved in further development of this policy</li> </ul>				
<ul style="list-style-type: none"> <li>All associated training in place</li> </ul>				
<ul style="list-style-type: none"> <li>All outlined procedures complied with</li> </ul>				
<ul style="list-style-type: none"> <li>Links made between this and other policies in place</li> </ul>				
<ul style="list-style-type: none"> <li>Associated policies in place and up to date</li> </ul>				

**Lead Reviewer:** Branca Farthing **Date:** 30<sup>th</sup> September 2023

**Principal:**  **Date:**



Policy Approval

<b>Policy Title:</b>						<b>Date written:</b>			
<b>Policy written by:</b>						<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Principal</b>	<b>Senior Leadership Team</b>	<b>Teachers</b>	<b>TAs</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Other relevant stakeholders</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Date when approved by Principal:</b>			<b>Date when presented to stakeholders:</b>			<b>Date implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>Staff Handbook</b>			<b>Student Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		