

Admissions Policy

Date	Review	Lead Policy Writer/s	Leader Responsible
September 2019	September 2020	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 to Year 11 followed by the IB Diploma Programme in Years 12 and 13.

We invite all prospective parents to make an appointment with our Admissions Office to take the time to visit our school and learn about our programmes. We offer personalised tours of our school and opportunities to discuss the educational needs of the applicants.

We consider each application individually, taking into account academic ability, behaviour and additional learning 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.

“NAS Dubai champions an ambitious education believing that there are no limits to what our students can achieve for themselves 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 to it by the Ministry of Education through Knowledge and Human Development Authority (KHDA).

The application process starts when the application together with the last year school reports and a reference from the student’s current school are submitted to the Admissions department for review. Invitation for a formal entrance assessment 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 sign the relevant section of the application form 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 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 conducted by the Primary Senior Leadership Team by means of observation.
- Assessments for the entrance to Primary Years 2 to 4 are arranged by the Admissions department and conducted by the Primary Leadership Team. Students undertake school English and mathematics papers.
- Assessments for the entrance to Primary Years 5 and 6 and Secondary Years 7, 8, 9 and 10 are conducted by the Admissions department and reviewed by the Primary and Secondary Leadership Teams. Students sit CAT4, school English and mathematics papers.
- IB Diploma Programme prospective students take CAT4, and school English and mathematics assessments in order to gain a conditional offer which is confirmed following their iGCSE or equivalent results in the summer prior to the start of the year.
- Overseas admissions for students in EYFS through to Year 4 are done on the basis of the current school's recommendation.
- For students overseas in Years 5 to Year 12, assessments are arranged with their current school and prospective students complete the CAT4 assessments as well as the school English and mathematics assessments. Papers are then emailed back to the NAS Dubai Admissions department for reviewing.
- Students who are identified as having a special educational need or disability (SEND) are offered a personalised assessment process that may include visits to current settings and liaison with external professionals.

Enrolment into Nursery (EYFS1) and Reception (EYFS2)

All applicants will be invited into school for a play based assessment which takes place in a classroom with a small group of children. This assessment will consist of a number of observations which demonstrate school readiness, language and communication, willingness to explore and play, the social interactions and emerging personality so far as we can perceive at the given time.

These are carried out by the Head of Primary, Head of Early Years and their teams. Following the assessment, students are either offered a place at NAS Dubai or placed onto our Waiting List.

Enrolment into Years 1 to 8

At NAS Dubai we follow the English National Curriculum although we adapt certain aspects of the curriculum to make sure it is right for our students here in Dubai. Following a successful assessment students from Year 1 to 8 are either offered a place to study at NAS Dubai or are placed onto our Waiting List.

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

NAS Dubai students start this course at the beginning of Year 9. This is a three year programme that leads students to i/GCSE Public Examinations at the end of Year 11. i/GCSE Options will be discussed with the Director of Admissions based on the student interest and as a possible lead to university.

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. The expectation is that most students will progress onto the IB Diploma Programme.

Following a successful assessment i/GCSE students are either offered a place to study at NAS Dubai or are placed onto Waiting List.

Enrolment into the International Baccalaureate Diploma Programme

The IB Diploma Programme offers students 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 which is managed through the CAS programme (Creativity Action Service).

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

Suitability for the Diploma Programme

The IB Diploma Programme is designed to allow students to pursue subjects in which they have a particular interest to much greater depth and breadth. As such, students will be encouraged to opt for subjects they enjoy with a passion and to which they are willing to dedicate the last two years of study.

Prospective students are required to have A* to C 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.

NAS Dubai views the IB Diploma Programme as a vehicle for change and students who may not initially have the requisite formal qualifications to pursue the Full Diploma may wish to be considered for the IB Diploma Course option and take full advantage of all the educational opportunities and experiences that NAS Dubai has to offer.

Choices for the IB subjects will be discussed with a member of staff, based on GCSE predictions or results in order to ensure the right pathway is chosen for progression onto university.

In addition to the above and when considering a student's suitability for entry to the Diploma Programme, the following criteria will apply:

- The student's track record in terms of:
 - Work ethic
 - Attitude
 - Conduct
 - Academic integrity
 - 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 order to 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 31st August. Those students applying to us from schools with the cutoff date of birth being 31st December will be considered on an individual basis.

Nursery – 3	Y7 – 11
Reception – 4	Y8 – 12
Y1 – 5	Y9 – 13
Y2 – 6	Y10 – 14
Y3 – 7	Y11 – no entry

Y4 – 8
Y5 – 9
Y6 – 10

Y12 – 16
Y13 – no entry

Transfer Certificates

Overseas students and students transferring from other parts of the UAE must provide the correctly phrased and attested transfer certificate.

Without this, students cannot be registered with NAS Dubai and KHDA, the local education authority. This is the most important document for the Admissions department at the point of student admission to school and it is required for students from Year 1 and above.

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
- 3 Former NAS Dubai students
- 4 Students from other Nord Anglia Education schools
- 5 Students on the waiting lists
- 6 Children of Alumni
- 7 Students of Determination
- 8 Siblings of Students of Determination

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)

Principal:

Date:

Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

Lead Reviewer:		Date:
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Principal:		Date:
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Policy Approval

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