Admissions Policy

Date	Reviewed	Lead Policy Writer/s	Leader Responsible
October 2016	December 2017	**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 opportunity 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 inclusive mainstream curriculum with additional support, intervention, differentiation and personalisation where necessary and linked to our learner profile which is one that teaches our students to be open minded, caring, risk taker, communicator, inquirer, principled, thinker, knowledgeable, balanced and reflective.

The School conscientiously makes the best use of the curriculum materials and approaches available to it as it differentiates to serve the diverse needs of its students 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 is 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 inclusive education and maintains high academic standards for all. All students who apply to NAS Dubai sit 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 sit 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 EYFS to Y4 are done on the basis of the current school's recommendation.

- For students overseas Years 5 to Y12, assessments are arranged with their current school and prospective students complete the assessments CAT4, School English and Mathematics assessments. Papers are then emailed back to NAS Dubai Admissions for reviewing.

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

Personalised Learning

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'.*

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 disadvantage
- Students who experience SEND will receive sibling priority subject to availability of places
- Students who experience SEND 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 who experience SEND 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 SENCO and Personalised Learning Team to carry out an assessment of educational need upon entry to the school. The SENCO 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 SENCO and Admissions Team will liaise with parents if a new student is in receipt of an external agency/school 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 according to the needs of the student.

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

Year Group Entry

Students are placed in the age appropriate year group with the cut-off date of birth being 31st August.

Nursery – 3	Y7 – 11
Reception – 4	Y8 – 12
Y1 – 5	Y9 – 13
Y2 – 6	Y10 – 14
Y3 – 7	Y11 – no entry
Y4 – 8	Y12 – 16
Y5 – 9	Y13 – no entry
Y6 – 10	

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

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:	

Principal:		Date:	

Policy Approval

Policy Title:						Date written:		
Policy written by:					**New Policy** (♡or x)	☐	**Revised Policy** (♡or x)	☐
Stakeholders consulted in policy production: (♡or x)	**Principal**	**Senior Leadership Team**	**Teachers**	**TAs**	**Administrative Personnel**	**Parents**	**Pupils**	**Other relevant stakeholders**
	☐	☐	☐	☐	☐	☐	☐	☐

Date when approved by Principal:		**Date when presented to stakeholders:**		**Date implemented:**	

Published on: (♡or x)	**School Website**	**Staff Handbook**	**Student Handbook**
	☐	☐	☐