



REPTON
DUBAI

Admissions Policy

June 2023

1. The Rationale:

Repton broadly follows the National Curriculum for England in our Primary and Secondary Schools with Sixth Form students undertaking courses in either the International Baccalaureate or A levels.

The school year runs from August to July; children can be admitted to Repton during the school year if a place becomes available (subject to KHDA guidelines).

Repton is oversubscribed in certain year groups and places may become high demand. For this reason, Repton cannot take every pupil who applies to the school and thus has procedures in place for the allocation of places, including a 'waiting list' policy, available on request.

This policy outlines the procedures by which Repton offers places at the school.

The school's admissions policy is guided by the stipulations of the ***Dubai Inclusive***

Education Framework (DIEPF) (Published November 2017).

The school's admission 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

(In particular, Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4).

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, includes devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

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.

2. Inclusion and Special Educational Needs:

Equal treatment: We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our School Community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents' religion, belief, sect, faith, creed, race, colour or ethnic origin.

The school welcomes students of determination.

The school is committed to:

- a) ensuring that admission to the school is not conditional upon the submission of a medical diagnosis; (*DIEPF* Standard 1.1)
- b) ensuring students are not refused admission based only on their experience of SEND; (*DIEPF* Standard 2.1)
- c) ensuring students who experience SEND will receive "sibling priority for admission to a specific school or educational programme; (*DIEPF* Standard 2.2)
- d) ensuring that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai; (*DIEPF* Standard 2.3)
- e) ensuring that 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 common learning environments; (*DIEPF* Standard 2.4)
- f) providing access to appropriate provision, resources and curricular options for students of determination.
- g) ensuring that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities; (*DIEPF* Standard 2.5)
- h) ensure they promote the principle of equity for students who experience SEND. (*DIEPF* Standard 2.6)

The school will comply with its legal and moral responsibilities under UAE law, to accommodate the needs of applicants.

The school is committed to making its admissions procedures accessible to students who experience SEND. For this reason, the school needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure, so that it can make adjustments to its standard admissions procedures to accommodate applicants who experience SEND and that the School can cater adequately for the pupil should an offer of a place be made.

Parents of a child who experiences SEND should provide the school with full details *before* the admissions procedure, at application stage.

The school will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. For example, the school may be able to provide an examination paper in large font for a visually impaired pupil.

3. Admissions to Early Years (FS1 and FS2)

Repton School Early Years Department considers the following things before admitting a pupil:

Age on 31st August: the school will work with parents to identify their appropriate year of entry, particularly for those born between Sept 1st and December 31st - Age cut of date is 31st August only, as per KHDA rules.

Our Admissions Procedure:

- Children are registered for Repton Dubai using our application form.
- This form tells us the age of the pupil and from this, we are able to work out their age on 31st August, and therefore, the Year Group that the child should enter according to the UK curriculum or the KHDA 13-year school system.
- We request the most recent nursery report as a first step. In some cases, where a nursery report is unavailable, we may also request short videos with basic interaction, including play skills or conversation with parents or siblings. For families who are overseas, we may also request a very short video call with the child and parent, if this is easier for the prospective family. Additionally, we offer opportunities for in-person play sessions where children are invited to Repton Dubai to meet with a member of the Senior Leadership Team for a play-based assessment.
- For admission to Repton, we expect that children will fall within the expected level of the UK EYFS curriculum for the specific year band.
- If a child falls well below the required level a place might not be offered. At times we may invite children back for a re-assessment. If a need is identified at the assessment, we may invite a child back for a second assessment with specific support staff to assess the full nature of a child's needs and to ensure that as a school we put the most effective provision in place for every child. Reassessment usually happens 3-6 months after. Children who are emerging, which is lower than the expected standard are sometimes offered places in lower year groups. These decisions are made on a case-by-case basis by the Head of the respective key stage.
- At times there may be a need to place conditions on offers, to ensure that the correct support is in place for the child.

4. Admissions to Junior School (Year 1 – Year 6)

Repton Junior School considers the following things before admitting a pupil:

Age on 31st August up to Year 2. From Year 3 onwards, a child's entry year group placement is decided as per their curriculum continuity.

Our Admissions Procedure:

- Children are registered for Repton Dubai using our application form.
- Prospective students entering Years 1-5 will be required to submit the most recent academic report with comments, specifically in the core curriculum subjects of Maths, English and Science. Any reports that are not written in English will need to be translated prior to submission. A CAT4 assessment or online meeting may be arranged as required by the Admissions and Senior Leadership Team. In some cases, we may also additionally request short videos with basic interaction, reading or conversation.
- For admission to Repton, we expect that children will fall within the average band of our current pupils.
- If a child falls well below the required level a place might not be offered.

5. Admissions to Senior School (Year 7 – Year 13)

Repton Senior School will consider the following prior to the admission of a pupil:

A student's entry year group placement is decided as per their curriculum continuity.

Our Admissions Procedure:

- Children are registered for Repton School using our application form.
- Prospective students entering Years 6-13 will be required to submit the most recent academic report with comments, specifically in the core curriculum subjects of Maths, English and Science. Any reports that are not written in English will need to be translated prior to submission. A CAT4 assessment may be arranged as required by the Admissions and Senior Leadership Team. If the prospective student is transferring into any of the examination years (Years 11 and Year 13), it is important to advise the Repton Dubai Admissions team of the exam boards previously studied. Any entry into the Sixth Form (BTEC, IB or A Level) is based upon meeting our entry requirements. Please ask Admissions for further details, if needed.

6. Admissions to Sixth Form (Post-16)

Educational Pathways:

The post-16 provision at Repton Dubai consists of several pathways with each student selecting the most suitable route based upon their personal career objectives and academic ability. From a wide variety of A Level Courses and more vocational BTECs, to the scope of the IB Diploma Programme we have a bespoke and exciting pathway for every student.

Students are offered the option of A Levels, BTEC, a mix of both or the IBDP. Work will be undertaken during Key Stage 4 with the Careers, Advice and Guidance Support to ensure that **pupils** and their parents are fully informed of the options available to them and the resulting further and higher education routes. Students are guided to ensure they achieve their full potential and leave Repton with a broad and balanced suite of qualifications, to enable them to access higher education. Adding a wider range of BTEC courses to the offer in post-16 will help to further support this.

Support and Guidance:

- Careers, Advice, and Guidance Support provided during Key Stage 4 to:
 - Inform students and parents of available educational options.
 - Outline potential further and higher education pathways.
 - Guide students to realize their full potential and secure a balanced suite of qualifications for higher education access.
 - Expand BTEC offerings to enhance post-16 support.

Entry Requirements:

- A Levels:
 - General requirement: Six GCSEs at Grade 6+ including English Language and Mathematics.
 - Minimum of two A Level courses; most students opt for three subjects.
 - Curriculum design adheres to the approved list from Article 6f of Decree 883.

- Students will be directed to follow a curriculum based on their ability and prior attainment at IGCSE level. This will also take in to account their pathway to Higher Education and university, working with our careers advisor and tutors.
- Extended Project Qualification (EPQ):
 - Available to A Level and BTEC students.
 - The EPQ attracts a UCAS points score equivalent to an AS Level for candidates applying to Higher Education institutions in the UK.
- IBDP:
 - General requirement: Six GCSEs at Grade 6+ including English Language and Mathematics.
 - Higher Level subjects require a Grade 7+ at IGCSE.
 - Must meet specific grade requirements for three Standard Level (SL) and three Higher Level (HL) subjects as detailed in the International Curriculum Options Booklet.

Additional Admissions Considerations:

- Non-British system students must demonstrate prior success in selected subject options at Year 11.
- CAT4 testing to determine programme suitability for all subjects; low mean SAS scores may lead to vocational pathway recommendations.

7. 'Year Groups' and 'Grades'

The British education system is based on a programme of education that may last for thirteen years. Other education systems around the world follow a 12-year system. The 13-year British cycle is organised in year groups, the 12-year cycle is organised in 'grades'.

Fig. 1 Table of Equivalences

Grades of Students in 12 Year System American/Australian	Year Groups of Students in 13 Year System British	Age on 31st August
Nursery	Nursery (FS1)	3
K.G. 1	Reception (FS2)	4
K.G.2	Year 1	5
Grade 1	Year 2	6
Grade 2	Year 3	7
Grade 3	Year 4	8
Grade 4	Year 5	9
Grade 5	Year 6	10
Grade 6	Year 7	11
Grade 7	Year 8	12
Grade 8	Year 9	13
Grade 9	Year 10	14
Grade 10	Year 11	15
Grade 11	Year 12	16
Grade 12	Year 13	17

Other Non-Academic Considerations

- 1) Once a place is offered and accepted (payment received within 7-days of the offer letter), parents of the successful pupil must submit all the registration documents required by KHDA and UAE authorities.
- 2) The pupil should have no issues with the previous school, such as disciplinary or financial issues.

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