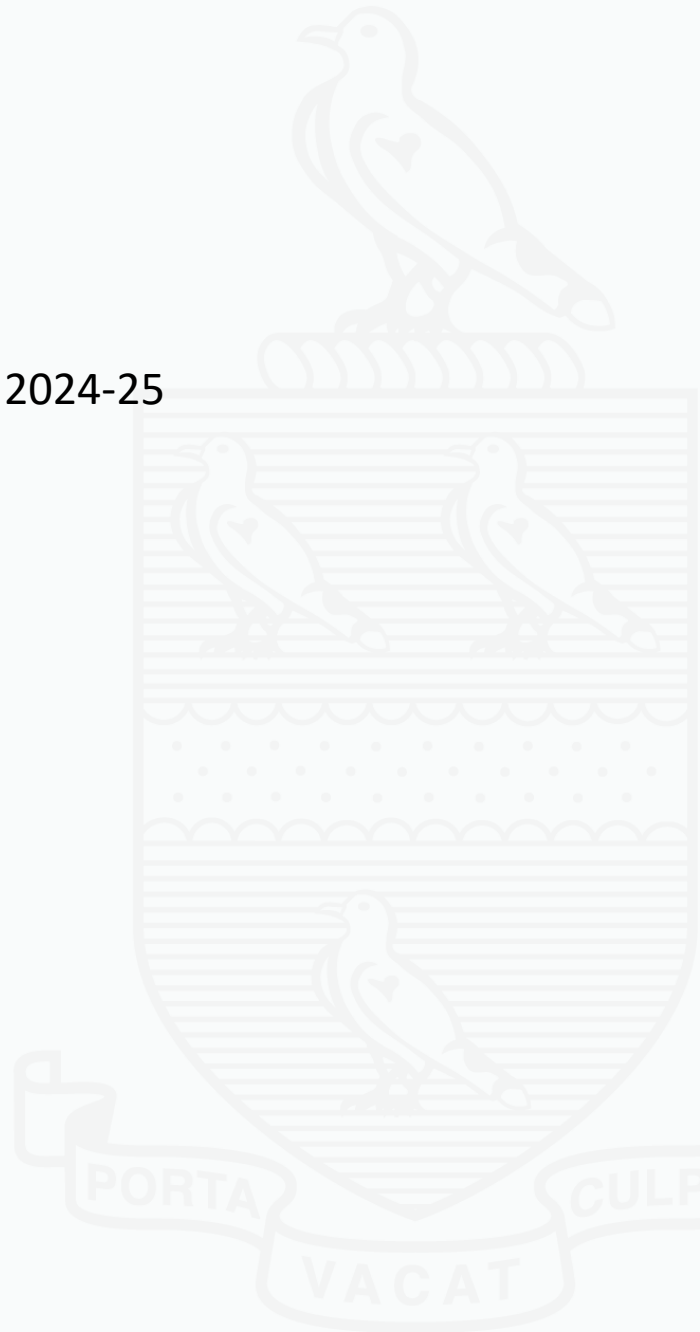




# REPTON

## AL BARSHA

### Admissions Policy 2024-25



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## **Repton Al Barsha Admissions, Enrolment and Placement Policy**

### **I. Purpose**

A. The purpose of this policy is to establish guidelines and procedures for the admissions, enrolment and placement process at Repton Al Barsha, ensuring a fair and appropriate approach for all prospective students and their families.

### **II. Scope**

A. This policy applies to Repton Al Barsha, including its Principal, Heads of School, Admissions & Parent Experience Manager and Admissions & Parent Experience Officers. Repton Al Barsha is a co-educational, inclusive school offering the English National Curriculum (British Curriculum) for students aged 3-18 years old.

### **III. Policy Statement**

A. Repton Al Barsha is committed to maintaining a transparent and equitable admissions, enrolment, document/information collection and placement process, in accordance with the requirements set forth by the KHDA. Our admissions policy aligns with the Dubai Inclusive Education Framework (DIEPF) and complies with UAE Federal Law No 29 of 2006, Dubai Law No 2 of 2014, and UAE Executive Council Resolution No. (2) of 2017, ensuring inclusive education and equal rights for People of Determination in alignment with Dubai's regulatory requirements for private schools.

### **IV. Responsibilities**

#### **A. Principal**

The Principal has overall responsibility for the implementation and oversight of this policy.

#### **B. Head of School**

The Head of School supports the Principal in ensuring the policy is implemented effectively and consistently.

#### **C. Admissions & Parent Experience Manager**

The Admissions & Parent Experience Manager is responsible for managing the school's admissions process, database, parent communication and maintenance of accurate student records.

### **V. Equal treatment**

A. 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

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treated equally, irrespective of their, or their parents' religion, belief, sect, faith, creed, race, colour or ethnic origin.

#### **VI. Admissions Criteria**

A. Repton Al Barsha has an inclusive admissions process, with academic ability, aptitude and personal qualities being taken into consideration. The school seeks to admit students who demonstrate a strong potential for success within the English National Curriculum. Repton aims to establish a strong foundation for student success by prioritising positive attitudes, exemplary behaviour, and a supportive learning community. By fostering a culture of respect, enthusiasm for learning, and harmonious peer relationships at a new student's point of entry, we do our best to ensure that student's behaviour and attitude align with the core values of the school.

#### **VII. Admissions Process**

A. The general admissions process at Repton Al Barsha is structured to ensure transparency and fairness. Applicants must fill out an application form, submit the child's latest school reports, and provide additional documentation as needed. An interview and assessment may also be required. Final enrolment decisions are made by the Heads of School, in collaboration with the Admissions & Parent Experience Manager and Principal, based on clearly defined criteria.

B. Waiting Lists: If a year group is fully subscribed, applicants will be placed on a waiting list. Applicants on the waiting list will be contacted as soon as a place becomes available, and they will be required to complete the necessary admissions steps promptly to secure the offered place. For more details, please review the [Cognita Group of Schools Waiting List Policy](#).

#### **VIII. Review and Evaluation**

A. This policy will be reviewed and evaluated regularly to ensure its continued effectiveness and alignment with the KHDA Policy. Revisions and updates will be made as necessary to maintain compliance with relevant regulations and to best serve the needs of Repton School Al Barsha and its students.

#### **IX. General Admissions Criteria**

##### **A. Individual Assessment of Applicants**

Each applicant's report is meticulously reviewed and assessed by the Admissions team and then the Heads of School at Repton Al Barsha. We consider the prospective student's academic and extracurricular achievements to gauge how well they might integrate into our school community. Depending on the need, this may involve a Cognitive Ability Test (CAT4), reading videos, or play videos (for our Foundation Stage), or a meeting with a member of our Senior Leadership Team to make a final decision.

##### **B. Admissions Requirements Foundation Stage:**

The initial requirement is the most recent nursery report. If this is unavailable, we may request short

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videos demonstrating basic interactions, such as play skills or conversations with parents or siblings. For international families, a brief video call with the child and parent may be requested for convenience. Moreover, we provide opportunities for in-person play sessions where children are invited to Repton Al Barsha to engage in a one-to-one play-based assessment with a Senior Leadership Team member.

**C. Junior School Years 1-6:**

A. Applicants for Years 1-6 are required to submit their most recent academic report, including detailed comments on core subjects such as Maths, English, and Science. Reports not in English must be translated prior to submission. A CAT4 assessment may be conducted as deemed necessary by the Admissions and Senior Leadership Team. Additionally, we may request an online/in person interview or short videos showcasing basic interaction, reading, or conversation.

**D. Senior School Years 7-13:**

A. Students applying for entry into Years 7-13 must provide their latest academic report with comments on core subjects—Maths, English, and Science as well as pastoral comments. Any non-English documents must be translated before submission. A CAT4 assessment could be scheduled by the Admissions and Senior Leadership Team as required. Additionally, we may request an online/in person interview or short videos.

For those applying to the Year 12/A Level programme from a UK curriculum school, mock examination results and the most recent end-of-year report will also be required. It is crucial for prospective students transferring into examination years (Years 10 – 13) to inform the Repton Al Barsha Admissions team about the exam boards previously studied. Entry into the Sixth Form at Repton Al Barsha may also include a short meeting with the Senior School's Head of School as part of the decision-making process.

For further details, please contact the Admissions office.

**X. Eligibility for Re-registration**

A. Repton Al Barsha students will be eligible for re-registration for the next academic year, provided there are no significant academic or behavioural issues or fee defaults.

**XI. Special Education Needs and Disability (SEND) and Inclusion**

A. Repton Al Barsha welcomes students of determination. Our Inclusion Team offers a broad range of support for prospective students who display any additional learning needs. Review Repton Al Barsha's Inclusion Policy.

B. Documentation and Reporting Requirements: For consideration, parents must inform the School at the application stage and provide any/all reports from Educational Psychologists, Speech and Language Therapists, or medical reports as applicable.

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C. Assessment of Required Support: The School will consider whether it can provide the necessary staff and level of support required to meet the needs of the child. If additional support is required in the form of an individual Learning Support Assistant (LSA), the Inclusion Manager will be in contact with parents to arrange this.

## **XII. Year Groups and Grades**

### **A. Overview of the British Education System:**

The British education system is based on a programme of education that spans thirteen (13) years, whereas other education systems around the world, such as the American and Australian systems, follow a 12-year cycle. The 13-year British cycle is organised into year groups, while the 12-year cycle is organised into grades.

### **B. Curriculum Equivalency Alignment of Academic Expectations**

Despite the differences in the organisation of year groups and grades, the content of the curriculum and academic expectations in core subjects are broadly similar across age groups. This similarity allows for the formulation of a 'table of equivalences' to clarify the transfer of students between grades and year groups (see Fig 1).

### **C. Ensuring Continuity and Progress**

From the table of equivalences, an 8-year-old student on September 1st will be admitted to the Grade System in Grade 3 and the British system in Year 4. However, this child's previous educational experience and academic level will be broadly similar. Transferring the child from Grade 3 to Year 3 would result in the child being a year older than their classmates and effectively repeating the same work. To ensure the child's education progresses appropriately, the child should transfer from Grade 3 to Year 4. This approach allows for continuity and does not represent unwarranted promotion. Students from FS1 to Year 2 are placed into Year Groups at Repton using their date of birth. Year 3 to Year 13 students are placed into Year Groups based on curriculum continuity in line with KHDA policy.

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**XIII Table of Equivalencies**

Fig 1: Table of Equivalences

| <b>Grades of Students in 12 Year System<br/>American/Australian</b> | <b>Year Groups of Students in 13 Year<br/>System<br/>British</b> | <b>Age on 31st<br/>August</b> |
|---|--|-------------------------------|
| 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                            |

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