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Admissions Policy 2026-27

Repton Al Barsha Admissions, Enrolment and Placement Policy

I. Purpose

This policy sets out fair, transparent and inclusive arrangements for admission, enrolment, year-group placement, transfer and progression at Repton Al Barsha (RAB), in accordance with applicable KHDA requirements. It establishes a support-first approach to placement concerns and procedures for exceptional placement requests.

II. Scope

RAB is a co-educational school offering the English National Curriculum from Foundation Stage 1 (FS1) to Year 13. This policy applies to prospective and enrolled students, parents, Admissions, school leaders and inclusion staff. The KHDA Student Placement Guidelines effective academic year 2026–27 specifically govern FS1 to Year 10; their comparative age chart also shows Years 11–13. Admission to examination years and Sixth Form remains subject to relevant curriculum, examination and KHDA requirements.

This policy should be read alongside the RAB Inclusion, Safeguarding, Behaviour, Fees and Re-registration policies, the Dubai Inclusive Education Policy Framework, and the KHDA Student Placement Guidelines for Dubai Private Schools (2026–27).

III. Principles of Admissions and Equal Treatment

RAB welcomes applications from children of diverse nationalities, cultures, backgrounds, religions and abilities. Applicants will be treated fairly without discrimination on grounds of race, colour, ethnic origin, religion or belief. Admissions decisions consider the student's educational needs, the school's ability to provide appropriate inclusive provision, relevant curriculum pathways and place availability. Academic and developmental concerns will first be addressed through assessment, reasonable adjustments and targeted support; placement must not be altered simply to address learning gaps or fill available seats.

IV. Responsibilities

Principal

Overall accountability for implementation, regulatory compliance and authorisation of exceptional placement submissions.

Head of School

Lead academic review, assessment, progression recommendations and transition oversight.

Head of Inclusion / Inclusion Team

Leads identification of needs, intervention planning, developmental evidence, risk assessments and post-placement support.

Admissions & Parent Experience Manager

Manage applications, parent communications, records, transfer certificate verification, age eligibility checks and KHDA registration coordination.

V. Standard Admissions Process

- Parents submit an application, recent academic or nursery reports and relevant supporting information; non-English school reports may require translation.
- Admissions verifies date of birth, prior educational history, existing KHDA registration status, relevant transfer certificate and the applicable age–grade pathway.
- The school may undertake appropriate play-based observations, interviews, CAT4 or other academic assessments, taking account of age and educational background.
- Heads of School and Admissions consider the evidence, inclusion requirements and availability of a place; the Principal is consulted as appropriate.
- Where KHDA notification or approval is required, RAB will not confirm the relevant placement until the applicable regulatory step has been completed.
- Admissions communicates the decision and required enrolment documentation to parents and maintains an auditable student file.

VI. Age Eligibility and Standard Year-Group Placement

A. First-time KHDA registrations from 2026–27

For schools beginning in August or September, the updated minimum-age cut-off is 31 December of the admission year and applies to students registering in the KHDA system for the first time. Students previously admitted under the rules applicable at their original enrolment continue normal year-group progression; the new cut-off is not applied retrospectively.

B. **FS1 to Year 1**

Chronological age is the primary and overriding placement criterion for FS1 to Year 1. Placement above or below the applicable chronological age group requires prior written KHDA approval, except where a specific KHDA transitional pathway expressly provides a notification-based process.

C. **Year 2 and above: transfer certificates**

From Year 2, the transfer certificate (TC) is the primary placement reference. RAB places the student in the grade indicated on the TC subject to the KHDA age–grade chart. Where the TC grade and chart diverge, RAB must notify KHDA before confirming placement. Exceptional placement approval is required where the TC grade exceeds the age–grade chart by more than one year. Where no TC is available, age is the default; RAB will complete an internal assessment, prepare a provisional support plan and notify KHDA before confirming placement.

D. **International, accelerated and mid-year transfers**

The same placement rules apply to mid-year and transfer admissions. Students relocating from countries where formal education starts after age six may be admitted directly to Year 2 in accordance with KHDA guidance. Internationally accelerated students must be checked against the UAE age–grade progression requirements; any proposed placement outside the permitted pathway must be referred to KHDA. A school assessment or parent preference alone cannot override KHDA requirements.

VII. Foundation Stage Transitional and Sub-Age Provisions

A. One-off 2026–27 transitional cohorts

For academic year 2026–27 only, eligible children born between 1 January and 31 December 2021, or between 1 September and 31 December 2022, who have not previously enrolled in any educational institution may be considered for FS1 or FS2 under the KHDA transitional provisions. Each decision requires a documented readiness assessment, signed parent agreement and written KHDA notification before enrolment confirmation. Educational readiness and the child's best interests take precedence over seat availability. These arrangements do not establish a precedent for 2027–28 onward.

B. Ongoing UK-curriculum sub-age FS1 pathway

From 2026–27, children born between 1 September and 31 December who do not meet the standard minimum FS1 age at the start of the academic year may be assessed for FS1 readiness under the UK-curriculum provision. Placement requires a formal school readiness assessment, written school–parent agreement and prior KHDA approval before enrolment is confirmed. A child assessed as not ready may enter FS1 the following academic year.

VIII. Admissions Assessments by Phase

Foundation Stage

The school reviews available nursery information and may conduct age-appropriate play-based observations, a family meeting or video call for overseas applicants. Assessments support readiness and support planning and do not replace the statutory placement pathway.

Junior School: Years 1–6

Applicants normally provide their most recent school report, including core-subject progress. The school may request an interview, reading activity or CAT4 assessment where educationally appropriate. Transfer and age placement checks are completed separately from academic suitability review.

Senior School: Years 7–13

Applicants provide recent academic and pastoral reports and may be invited to interview or undertake appropriate assessments. For Years 10–13, RAB reviews prior subjects, examination boards and pathway continuity. Year 12 applicants may be asked for mock examination results and recent school reports. Examination pathway suitability does not authorise an otherwise non-compliant placement.

IX. Inclusive Education and Additional Support

RAB welcomes students of determination and seeks to identify appropriate reasonable adjustments, differentiated teaching, targeted interventions and pastoral support. Parents are requested to share relevant educational psychology, speech and language, medical and other professional reports where available. The Inclusion Team assesses support needs collaboratively with the family. A diagnosis or learning gap does not by itself justify retention, acceleration or refusal of normal progression.

RAB will not charge additional fees for interventions, differentiation or inclusion support forming part of a placement or transition plan. Where an individual learning support assistant is required beyond standard inclusive provision, any parental cost arrangement must follow the applicable KHDA-approved Individualised Service Agreement and ILSA guidance, with costs and provision explained in writing before agreement.

X. Exceptional Placement Review and KHDA Approval

A. Threshold and support-first response

Exceptional placement is considered only where sustained, appropriate and documented interventions have not addressed a significant developmental mismatch and maintaining standard placement presents a clear evidenced risk to learning, development or wellbeing. For the general exceptional placement pathway, the KHDA risk assessment must meet the High or Critical threshold and demonstrate the cumulative conditions specified in the KHDA guidance. Standard support and progression continue unless KHDA approves otherwise.

B. Case identification and evidence

The placement coordinator convenes the Head of School, Inclusion Team and parents, records concerns and prior interventions, and collates school assessments, student work, teacher feedback, relevant specialist reports and support plans. The team completes the KHDA Risk Assessment and Rationale Form, supporting checklist and proposed personalised transition plan. Written parental consent is obtained before submission.

C. Submission and decision

The school submits the complete application to KHDA and responds to requests for clarification. KHDA indicates a ten-working-day review period after receiving a complete submission, which may be extended where further evidence is required. RAB will not implement an exceptional grade change without the required written KHDA decision.

D. Parental non-cooperation and safeguarding

Where parents do not provide requested reports, RAB documents requests and responses, undertakes available internal assessments and explains any resulting limitations in writing. Where significant evidence indicates a welfare or safeguarding concern and cooperation remains absent, the placement coordinator and Designated Safeguarding Lead escalate the matter through the appropriate KHDA and safeguarding channels.

XI. Transition, Monitoring and Appeals

Following approval of an exceptional placement, RAB implements a written transition plan and monitors progress with teachers, Inclusion and parents. Formal reviews occur at least every eight weeks and at the end of each term; interventions and outcomes are recorded.

Where new and material evidence emerges after a KHDA exceptional placement decision, RAB may submit an appeal through the KHDA portal within 30 calendar days of notification. The appeal must include the original decision, new evidence, grounds for appeal and the Principal's signature. KHDA guidance indicates a written appeal outcome within 60 calendar days. Disagreement alone, without new material evidence, is not sufficient grounds.

XII. Re-registration and Continuity of Progression

Existing students ordinarily progress with their established cohort. Academic or developmental concerns are addressed through intervention, inclusion and pastoral procedures; changes to normal progression require applicable KHDA approval. Re-registration remains subject to the school's separately applicable fee, conduct and contractual requirements, which must be interpreted consistently with KHDA regulations. This placement policy does not itself authorise withholding re-registration solely on the basis of academic

underperformance.

XIII. Records, Communication and Policy Review

Admissions and the designated placement coordinator retain accurate records of age checks, KHDA registration history, TCs, assessment evidence, parent correspondence, consent, notification and approval records, support plans and review outcomes in accordance with school data-protection procedures. This policy is reviewed annually and whenever KHDA issues material changes. Staff involved in admissions and placement receive appropriate training.

Appendix A. KHDA age–grade comparison (reference)

For eligible first-time registrants at August/September-start schools, the standard age shown below is attained by 31 December. This reference does not override existing-student progression, TC rules or exceptional pathways.

RAB Year Group	Age by 31 Dec	UAE equivalent
FS1	3	Pre-KG
FS2	4	KG1
Year 1	5	KG2
Year 2	6	Grade 1
Year 3	7	Grade 2
Year 4	8	Grade 3
Year 5	9	Grade 4
Year 6	10	Grade 5
Year 7	11	Grade 6
Year 8	12	Grade 7
Year 9	13	Grade 8
Year 10	14	Grade 9
Year 11	15	Grade 10
Year 12	16	Grade 11
Year 13	17	Grade 12

Appendix B. Operational placement checks

- Verify student DOB, existing KHDA registration and first-time-registration status.
- Determine applicable age cut-off and any transitional/sub-age FS route.
- For Year 2+, verify TC grade against KHDA age–grade chart; flag discrepancies.
- Complete any required readiness/internal assessments and provisional support plan.
- Record parental agreement and distinguish KHDA notification from prior written approval.
- Do not confirm an exceptional placement before KHDA approval.
- Retain evidence, decisions, transition plan and scheduled review dates.

Document references and approval note

Source documents: Repton Al Barsha Admissions Policy 2025–26; KHDA Student Placement Guidelines for Dubai Private Schools (effective AY 2026–27), particularly pp. 3–14 and Appendices 1–4. This draft updates placement provisions on the basis of those supplied documents. It requires internal review of current KHDA circulars, related school policies, examination-year provisions and the named coordinator before publication.