

## **RGS Guildford Dubai Admissions Policy**

- This is a Whole School Policy
- This policy should be read in conjunction with the inclusion policy

### **Purpose**

The Royal Grammar School Guildford Dubai (RGSGD) is a co-educational school for Pupils from ages 3 – 18. Our curriculum clearly defines knowledge and skill expectations underpinned by rigorous academic standards and is aligned with the English National Curriculum.

RGSGD aims to enrol Pupils who have the potential to flourish in the academic environment the school provides, to benefit from the wide-ranging education on offer, can take full advantage of the opportunities available and can participate fully in the life of the school. The admissions process helps to ensure that there is a good match for the benefit of all concerned.

RGSGD fosters a strong community with high academic aspirations for all its Pupils, is committed to inclusion and support of each Pupil and has excellent pastoral care.

We invite all prospective parents to make an appointment with our Admissions Team to take the time to discuss the educational needs of the Pupil. We consider each application individually, considering academic ability, behaviour, and additional learning needs. Those wishing to apply for a place at our school must sit an assessment appropriate to the Pupil's age and stage in their learning.

With inclusivity as one of its core values, RGSGD welcomes Pupils of determination and all prospective Pupils regardless of nationality, race, gender, religion, or social class.

RGSGD will ensure that all prospective parents and Pupils are treated fairly, equally, and consistently and that admissions criteria are clear, transparent, and accessible.

RGSGD welcomes Pupils into every year, depending on availability of places and will offer places to Pupils who have completed the school's admission process for the appropriate year group and met the school's admissions criteria. RGSGD aims to make the admissions process as smooth and transparent as possible for both prospective Pupils and parents alike.

### **The School**

At RGSGD our curriculum maintains a balance between 'what' is to be learnt and 'how' it is learnt. Our learning habits are central to school life and interwoven throughout each Pupil's curricular and co-curricular experiences. The RGSGD Learning Habits are the characteristic behaviours and attributes which Pupils develop in order to thrive as they progress through school, university and beyond. The six Learning Habits are Organisation, Engagement, Imagination, Perseverance, Aspiration, and Reflection.

### **The KHDA**

The Knowledge and Human Development Authority (KHDA) is the educational quality assurance and regulatory authority of the Government of Dubai. The KHDA regulates private schools in Dubai.

There are certain requirements that must be met by both parents and the school to enable your Pupil to attend RGSGD.

The KHDA provides a Parental Guide for School Admissions on their website <https://www.khda.gov.ae/>, which provides essential information for parents.

## Admissions Criteria

The school's admissions criteria are that:

- The Pupil can function in a mainstream class with appropriate support. Specific learning difficulties and disabilities may not prevent Pupils from joining the school, provided all information and documentation are shared with the school prior to assessment, and the school is satisfied that it can fully meet the Pupil's needs. The school is able to modify the curriculum to a degree to enable all Pupils to achieve.
- The Pupil has sufficient English language skills appropriate to their age to participate fully.
- The Pupil shows a clear and visible match with the ethos of the school.

## Equal Treatment

RGSGD encourages all its Pupils to respect and serve other people regardless of ethnic origin, culture, gender, linguistic background, particular educational need, religion, or disability. RGSGD welcomes applications from all Pupils and understands that some Pupils require additional support or different access arrangements.

The school is committed to the following: (in line with the Dubai Inclusive Education Policy Framework): [The Dubai Inclusive Education Policy Framework \(2017\)](#)

Admissions assessments for Pupils of determination will be overseen by the Head of Inclusion, working with the Admissions Manager and members of the Senior Team. In line with the document '[Implementing Inclusive Education: A Guide for Schools](#)' (January 2019), if a student has 'profound and multiple needs that cannot be reasonably met by the school,' advice and support will be given to parents regarding suitable special needs centres for Pupils of determination.

Each Pupil will be considered on a case-by-case basis. The Admissions Team will seek the advice of the Inclusion Team to carry out an assessment of educational needs 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 Pupil.

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, clause, 16 Article 23 Clause 4) – summarised as follows:

- **Article 4 Clause 14:** To establish the conditions, rules, and standards required to facilitate the enrolment and integration of Pupils with disabilities in Private Schools.
- **Article 13 Clause 16:** To treat its Pupils equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Pupils with disabilities.
- **Article 23 Clause 4:** To provide a special needs friendly environment and academic programmes appropriate for Pupils with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

## The School is Committed To:

Promoting a culture within the school which actively discourages discrimination based on ethnic origin, gender, disability, or religion.

Providing a curriculum which emphasises positive aspects of, and contributions to, a healthy and tolerant lifestyle regardless of culture or gender.

Within the constraints of existing buildings and location, they are ensuring that disabled members of the school community are not unreasonably disadvantaged.

Preventing instances of discrimination on the grounds of ethnic origin, religion, or disability and to take appropriate

action.

RGS GD encourages and supports all Pupils, including those enrolled and identified as having additional and/or Able Gifted and Talented, EAL (English as an Additional Language) and both National and International Pupils to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.

We intend to create a harmonious and inclusive learning community where Pupils can thrive socially, emotionally, and academically.

RGS GD considers a number of influencing factors when considering enrolment applications to support the facilitation of a natural Pupil population, our commitment to inclusion and the optimal provision of support for all Pupils.

### **EAL Admissions**

Additional languages regularly spoken by Pupils should be brought to the school's attention during the admission process.

Additional assessment may be undertaken at the admissions stage so that the appropriate level of support can be put in place. Pupils are required to have sufficient English to be able to complete the assessment without the need for translation. As such, entrance assessments will be prepared, considering the Pupil's level of English. Additional support may be required to support the transition of the Pupil into the school and the development of English language skills.

### **Applications from Schools teaching a different curriculum**

RGS GD teaches a British curriculum and welcomes applicants who have been learning within a different curriculum. KHDA requirements may mean that parents are required to sign a demotion certificate in order to join the school in a different Year Group

### **Age and Cut-off for Year of Entry**

The school uses the Pupil's age by the cut-off date 31st August, in accordance with the current KHDA guidelines and follows the last year group the Pupil has completed to promote them to the next year. The last year group completed takes priority over age with regard to the Pupil's promotion to the next year group, however, all Pupils are assessed to ensure they are ready to enter the next year group. The Pupil must be the appropriate age to join the year group on or before the 31st August and show they are school ready for the year group they are applying to in their assessment. The 31st August is an age cutoff date that is practised in a number of northern hemisphere countries, UK, and Dubai. In the case of an application for a Pupil to enter a lower year group than their age appropriate year group due to various reasons agreed by the school and the parents, the school will request a demotion from the KHDA once the Pupil is enrolled to confirm that the parents agree for the Pupil to enter a lower year group associated with 31st August cut-off. This is not common practice, but sometimes a necessity agreed between school and parents. There may, however, be other considerations that could impact whether a Pupil is placed in their age-appropriate year group.

This could include:

- a) When it may be in the best interest of the Pupil to be in a year group below age expectations. This will only be completed with express permission of the parent, KHDA, and in collaboration with the Head of Inclusion, Head of School, and Principal
- b) The cut-off date in the Pupil's country of origin (the school aims to avoid situations in which the Pupil will be penalised on return to their home country, where possible)
- c) The Pupil's successful completion of the equivalent year elsewhere
- d) A transcript or report cards from the previous year demonstrating exceptional academic performance and social skills
- e) The following shows the correct age and year for a Pupil to join and the equivalent grade comparison chart;

### Age on 31st August

- Year Groups of Pupils in 13-Year System British
- Years of Pupils in 12-Year System

Age on 31st August	Year Groups of Pupils in 13 Year System British	Years of Pupils in 12 Year System
3	FS 1	Pre KG
4	FS 2	KG 1
5	Year 1	KG 2
6	Year 2	Year 1
7	Year 3	Year 2
8	Year 4	Year 3
9	Year 5	Year 4
10	Year 6	Year 5
11	Year 7	Year 6
12	Year 8	Year 7
13	Year 9	Year 8
14	Year 10	Year 9
15	Year 11	Year 10
16	Year 12	Year 11
17	Year 13	Year 12

### Admissions Process

Enquiries are welcome at any time. The admissions process has 3 stages: application, assessment, and acceptance.

#### Application

Before being considered for a place at the school, an applicant's parent, or guardian must complete the online application form and pay the non-refundable application fee of AED525

All applicants will be considered in the same way.

Specific learning difficulties and disabilities may not prevent Pupils from joining the school, provided all information and documentation are shared with the school prior to assessment, and the school is satisfied that it can fully meet the Pupil's needs.

#### Assessment

The school aims to provide a happy, purposeful environment for Pupils, and we try to demonstrate this on assessment days by putting applicants at ease and making it as pleasant an experience as possible. The application process starts when the application, together with the last year's school reports, are submitted to the Admissions department for review.

Invitations for a formal entrance assessment and interviews with senior members of the academic team, including the Heads of Inclusion (where applicable), are sent to the applicant.

Parents will be contacted by phone/email for follow up on documents and to schedule assessments.

#### Documents required upon submission of application:

- Passport copies for parent and Pupil
- Birth Certificate
- Emirates ID copies for parent and Pupil (front and back)
- Last academic year's school reports in English
- Latest specialist reports if applying for SEND
- Pupil's printed ID passport sized photograph
- Transfer Certificate

- KHDA (Knowledge and Human Development Authority) Transfer Certificate for Pupils transferring from a school within Dubai
- Attested Transfer Certificate for Pupils transferring from a school overseas

### **Early Years Assessment Process (FS1 and FS2)**

For entry into Nursery and Reception, prospective Pupils and their parents will be invited to attend a short play session with Early Years staff.

The Pupils will be assessed through play-based activities, Pupils will share colour, shapes, number, and letter awareness. Pupils will relate to the primary areas of the British Early Years Curriculum Prep Assessment Process.

The academic team will observe and speak with prospective Pupils to assess their ability to access the English language, speech, behaviour, and social interaction to determine the development stage for their age. The assessments will be very informal so that Pupils are at ease and comfortable while a member of the Senior Leadership Team gets a feel for their character and personality.

### **Prep Years Assessment Process (Years 1-6)**

Pupils will work through some maths, reading and writing tasks, taken from the age- appropriate stage of the British curriculum. We will look at the methods and strategies Pupils have when working and their approach to learning.

### **Senior Assessment Process (Years 7-10)**

For entry into Senior School, prospective Pupils must submit their latest school report and their CAT4 results to the admissions department.

If a CAT 4 report cannot be provided, the prospective Pupil will be asked to sit a CAT 4 test prior to interview. If the prospective Pupil is in country the test must be sat on site at RGS. If the prospective Pupil is out of country the test may be completed online.

Once all required documents have been reviewed, the prospective student may be invited for a short interview with Mr Nicholas Radbourne, Deputy Head of the Senior School who will pose questions around the Pupils hobbies and interests.

The academic team will review the school reports.

The prospective Pupil will be invited for an assessment covering math and English topics from the British curriculum, followed by a short interview with Mr Nicholas Radbourne, Deputy Head of the Senior School.

Please note, it is very rare that a Pupil would be accepted into Year 11 or Year 13. These two-year groups are the final year of study for GCSE and A2 courses respectively and unless there is an exact match with their examination subjects and exam boards, the transition would not be in the best interest of the Pupil.

### **Application for Pupils with SEND Requirement**

If a Pupil is identified as having SEND requirements from previous records or the application form, the Head of Inclusion will be notified, and Pupil records will be reviewed to assess their needs. A 1:1 assessment with the Inclusion team at the school shall be conducted.

The Inclusion Team will be looking to ascertain that the school is able to meet the needs of the Pupil in the mainstream learning environment before offering a place.

Where we feel the Pupil's need would be better met through a therapy-based curriculum and we are unable to meet the Pupil's needs, we must offer parents face to face feedback and advice moving forward.

### **Pupils of Determination**

The school is to make itself as accessible as possible to Pupils of determination within the constraints of access to buildings, etc., but it is important that the school is advised of the nature of any disability before the Pupil comes to an assessment.

On the assessment day, a special examination room can be set up if required.

Parents are asked to send in a copy of the most up-to-date medical, specialist/therapist, or psychologist's report before the day of the assessment.

The school can provide large print assessment papers if parents notify the school at the application stage. For some Pupils of determination (those with a very high level of need where continuous support throughout the school day is required, above and beyond that of the standard school service), the school may stipulate that the Pupil needs a 1:1 Learning Support Assistant as part of their conditional offer. If this is the case, the school will actively seek a 1:1 LSA whose skillset compliments the needs of the Pupil; this will be funded by the parents and the school will not make a profit on this additional fee.

### **Offer**

Offer of place is at the discretion of the school based on the assessment results and recommendation.

If the application is successful and a place is available, a letter of offer will be issued along with joining information. The offer remains valid for a period of 7 days. To secure the place, a non-refundable deposit of AED 7,000 must be paid within 7 days. Your first term's fees will be reduced by this amount.

Parents must return the signed Letter of Offer and Medical forms along with all the required documents to complete the Pupil's file.

### **Priority**

**Places are offered on the following priority basis:**

- Cognita Teaching and Cognita Schools executive staff Pupils
- Siblings of Pupils currently attending the school
- UAE Nationals
- Siblings of Pupils of determination
- Applications from within Cognita schools
- Pupils on the waiting list
- All other applications

Should a place not become available, parents will be given the option to roll the application over.

### **Acceptance**

Acceptance may be either conditional or unconditional.

In some circumstances, there may be conditional acceptance, which means that the Pupil is accepted, subject to some additional criteria being met within an agreed timeframe. This will be clearly documented in the admissions agreement.

In order to confirm the Pupil's place, parents must meet the requirements of the KHDA, including submitting all registration documents required by the KHDA and UAE authorities.

## **Enrolment**

### **Class Allocation**

The Head of Year, alongside the Head of Phase, will allocate the class to maintain the balance within the year group for gender, nationality, religion, first language and skills and capabilities of the Pupil.

### **Waiting List (Policy)**

Should the school not have capacity, prospective Pupils can be added to a waiting list should a place occur.

Being placed on our waitlist is not a guarantee of eventual admission, but it does signify that we see great potential in the Pupil. We review our waitlist regularly

To be added to the waiting list, parents must complete the online application and submit all the required documents as listed above for application.

### **Joining the School**

We aim to make the transition to RGSGD as smooth as possible for both Pupils and parents.

When joining at the start of the academic year, the new Pupil and their parents are invited to meet key staff members.

Information about school uniform, rules and regulations, co-curricular activities, etc. is provided in plenty of time.

For Pupils joining at other times of the year, a personalised programme is arranged through the Admissions Department.

### **Notice of Leaving the School**

Wherever possible, RGSGD requires one term notice that a Pupil is leaving. The school is aligned with KHDA policy regarding tuition fee charges. When tuition fees remain unpaid, Pupils are not entitled to receive a Transfer Certificate or their final reports until fees have been paid.

