

## 1. Introduction

- 1.1 GEMS Royal Dubai School (GRDS) follows the National Curriculum for England and the EYFS Foundation Stage Curriculum.
- 1.2 The academic year runs from September to July; children can be admitted to GRDS during the academic year if a place becomes available (subject to KHDA guidelines).
- 1.3 GRDS is an inclusive school. The GEMS vision for Inclusive Education is that we achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional success in a common learning environment.
- 1.4 At GRDS we welcome children with a range of learning preferences, including Students of Determination (students with special education needs and disabilities), students who are Gifted and Talented and students who are English Language Learners. Our staff are committed to educating all students in a common learning environment with similar-aged peers. At GRDS diversity is made visible as a strength, respectful relationships are continually enhanced and all children fully participate in learning through adjustments and teaching strategies tailored to meet the diverse range of learners reflected in wider society.

## 2. Definitions

- 2.1 'Admission' relates to the process by which places are allocated to applicants who wish to attend GEMS Royal Dubai School.
- 2.2 'Date of application' is defined as when the application form is complete and the school has received the application fee.
- 2.3. Siblings includes brothers and sisters, step-brothers and step-sisters, half-brothers and half-sisters.
  - 2.3.1 A sibling qualified for the preferential treatment under the terms of the GRDS Admissions policy only if he or she is a sibling of a current, GRDS student and thus the two siblings will be at the school at the same time. Priority admission is provided for a student of determination with a sibling already on roll in the school.

## 2. Aims of this policy

- 2.1 The aim of this policy is to identify and admit students who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of the GRDS community.

2.2 The School's admissions policy adheres to the stipulations of the Dubai Inclusive Education Policy Framework (DIEPF) (Published November 2017).

2.3 The School's admission policy adheres to the stipulation of the UAE Federal Law No (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai and to the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

2.4 The School's admission policy adheres to the stipulations of the UAE Executive Council Resolution No. (20) of 2017 Regulating Private Schools in the Emirate of Dubai (especially 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, including 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;

### **2.5 Equal treatment:**

- We welcome children from all different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected and 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.

### **2.6 Inclusion and Special Educational Needs.**

2.6.1 The School welcomes Students of Determination (children with special education needs and disabilities).

2.6.2 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. Carrying out an 'assessment of educational need' upon entry to school to ensure that appropriate teaching strategies, an individual educational plan and resourcing is in place for

students who require additional support if this need is identified through GRDS assessment processes (DIEPF Standard 1.2-1.7) The entry assessment process are age appropriate and reflect the students stage of development

- c. Working in close partnership with previous early childhood centres and schools to support the transition of children who experience Special Education Needs and Disabilities (DIEPF Standard 1.8)
- d. Ensuring students are not refused admission based only on their experience of SEND (DIEPF Standard 2.1)
- e. Ensuring students who experience SEND will receive 'sibling priority' for admission (DIEPF Standard 2.2)
- f. Ensuring that students who experience SEND will be guaranteed the right to receive quality education at GRDS (DIEPF Standard 2.3)
- g. 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)
- h. Providing students who experience SEND with the support, accommodations, resources and curricular modifications/and or options required to enable equitable access to educational opportunities (DIEPF Standard 2.5)
- i. Promoting the principle of the principle of equity for students who experience SEND (DIEPF Standard 2.6)

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

2.6.4 In order to ensure we are able to meet our student's needs within our school, it is imperative that families share any information relating to their child's needs upon application. Failure to disclose any additional needs may result in a review of the placement offer. Any decision on non-admission would be made in line with the Directives and Guidelines for Inclusive Education (2020)."

2.6.5 The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled students 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 student.

2.6.6 See the School Inclusion/SEND Policy for further details.

2.6.7 When the school denies a student of determination enrollment or re enrollment, the school follows the KHDA's non- admission notification procedure.

### **3.0 The admissions criteria**

3.1.1 The School admits children who fulfil the academic requirements of the School and who will benefit from the breadth of opportunities offered.

3.1.2 Places are considered on a 'case by case' basis guided by the principle that we are able to meet a child's learning needs to provide the best by every child and achieve excellence together.

3.1.3 The School will give careful consideration to applications from students who are not yet working at age appropriate levels developmentally or socially or those who have a cognitive ability and/or aptitude which may restrict their access to all areas of the curriculum.

3.1.4 The School maintains the prerogative to evaluate reasonable adaptations to ensure an equitable and effective use of knowledge and resources which allow all students to make progress.

3.1.5 A 'Provision Profile' may be developed (prior to admission); forming an agreement between parents and the School, in order to make best use of the curriculum materials, resources and approaches available to serve the diverse needs of students.

3.1.6 If children applying to GRDS are not fluent at an age appropriate level so that he/she can access the curriculum, a 'Provision Profile' may be developed which outlines possible English Language Learning support to assist the student in accessing the curriculum.

3.1.7 The School ensures that students are not refused admission based only on their experience of SEND (DIEPF Standard 2.1). The School follows the UK National Curriculum year group structure with the school year commencing in September and ending in July. Progression between year groups happens in September. The schools follows the UK entry year groups with inclusion of the UAE extension to December 31<sup>st</sup> (noted as Early Entry Assessment against UK recommended 31<sup>st</sup> August cut off). The School seeks to maintain a gender balance within year groups. Staff follow KHDA guidance and procedures for scenarios where, very rarely, it may not be in the best interests of the child to be placed in GRDS. This information will be shared with the KHDA, following expected procedures.

#### **4.0 Admissions Criteria: Sibling Applications**

4.1 Siblings are given priority for entry with sibling entry opening early in the month of October.

4.2 Children with SEND who are siblings are given priority for entry.

4.3 All siblings must fulfil the School admissions criteria.

#### **5.0 Admissions Criteria: Emirati Applications**

5.1 The school seeks to maintain a balance of nationalities in order to maintain the international setting of the school.

5.2 Emirati siblings are given priority into all year groups.

5.4 All Emirati applicants must fulfil the School admissions criteria.

#### **6.0 Admissions Process- How parents apply**

6.1 Parents are required to complete the GRDS online application.

6.2 A non-refundable Application Fee of 525 AED (inclusive of VAT) is payable for each applicant, unless they are already an existing GEMS student. This can be paid in one of two ways:

- a) Online payment through the website
- b) By bank transfer
- c) To the cashier

6.3 The following documentation is required at the time of the registration:

- a) Copy of the applicant's UAE ID card
- b) Copy of the applicant's passport if the UAE ID is not issued
- c) Copy of the parent/sponsor UAE ID card
- d) Copy of the applicant's birth certificate (in English or Arabic)
- e) Copy of the current immunisation records (in English)
- f) 2 recent passport photographs of the applicant (on photographic paper)
- g) Nursery reports (for admission to Foundation Stage)
- h) Last two years school reports (for admission to Year 1-Year 6)
- i) Copy of an interim or current school report (if applying for a mid-year place)
- j) Original Transfer Certificate. Please follow the instructions below (due when available)
- k) Copies of written medical, psychological or educational assessment reports (including speech and language or occupational therapy reports) relating to medical needs or learning/developmental needs
- l) Application fee of AED 525 (refundable if the school does not offer the student a place, unless the child's registration is carried forward to the following academic year. Not deductible from the total tuition fees).

## **7.0 Admission Process- How the school assesses**

### **7.1 Foundation Stage 1**

7.1.1 Prospective students are invited into our Foundation Stage 1 unit, they are observed and evaluated in the following areas:

- a) Levels of understanding in English
- b) Ability to communicate in English
- c) Social and emotional readiness to comfortably adapt to the GRDS learning environment

### **7.2 Foundation Stage 2**

7.2.1 Prospective students are invited into our Foundation Stage 2 unit, they are observed and evaluated in the following areas:

- a) Literacy skills, including early reading and writing skills
- b) Numeracy skills

- c) Social development
- d) Communication skills

7.2.2 The school will also consider a School/Nursery Report

### **7.3 Year 1 to Year 6**

7.3.1 Stage 1: GRDS will seek an up-to-date school reports from the current school (See Appendix \*)

7.3.2 Stage 2: Students are then assessed in the following areas through testing at GRDS (where applicable) or via tests sent to their current school

- a) Writing
- b) Cognitive skills
- c) Behaviour/attitude
- d) Communication

If a student is unsuccessful at this stage regarding admission to GRDS, parents will be informed over the phone.

If a student is successful, parents will be informed.

### **8.0 Admission Process- Primary- Criteria for allocating places**

#### **8.1 Foundation Stage 1**

In the entry year group of Foundation Stage 1, places are offered on a 'by date of application basis' within the following categories:

1. Dependent children of GRDS Employees
2. Siblings of children currently attending GRDS
3. Personal applications

### **9.0 Admission Process- How and when we offer**

#### **9.1 Foundation Stage 1**

9.1.1 After the child's successful visit and evaluation in the Foundation Stage 1 unit or in Nursery, an offer letter confirming a place for the following September will be sent to parents as soon as their assessments are successful.

9.1.2 Where further observations and evaluation in the child's nursery setting will be arranged.

9.1.3 Where necessary an additional observation and evaluation in the child's nursery setting will be arranged.

9.1.4 Academic staff will feed back to parents regarding any areas for development/provision requirements regarding any areas for development/provision requirements following each visit.

## **9.2 Foundation Stage 2**

9.2.1 Once a child's application is at the top of the waiting list, the child will be invited into school for a class based observation and evaluation.

9.2.2 GRDS may speak to staff at the child's current school or early childhood centre.

## **9.3 Year 1 to Year 6**

9.3.1 Once a child's application is at the top of the Waiting list, parents will be informed.

9.3.2 An Entrance Assessment Fee of AED 500 is payable by parents upon confirmation of an assessment date.

9.3.3 Reports will be requested at Stage 1 and the child will be invited for an assessment at stage 2. The child may be invited to spend time within the year group to which they are applying if successful in moving to Stage 3 of the Assessment Process.

9.3.4 When a visit is not possible, tests can be sent to the school that the child is currently attending: tests should be completed and returned to GRDS within ten working days.

9.3.5 GRDS academic staff may speak to staff at the child's current school.

## **9.4 Acceptance of Places: Foundation Stage 1 to Year 6**

9.4.1 Following the admission criteria being met, a formal offer is emailed to parents. Upon receipt of the offer letter, the parents must accept within 7 working days by sending the following:

- a) Once the parent accepts the offer by selecting 'YES' this means they are accepting the terms and conditions of the offer;
- b) A non-refundable Registration Deposit of 10% of the total tuition fees is payable. The deposit is non-refundable if the child does not take up the place at GRDS.

If the child takes up the offer of a place

- a) A Registration Deposit, 10% of the total tuition fees is payable
- b) The Registration Deposit is deductible against the first term's fees and is non-refundable.

9.4.2 Further documentation is required at this point to allow registration with KHDA and also to fulfil GRDS internal requirements; this is all detailed in the offer letter and is specific to each child and the year group they are joining.

9.4.3 An offer of a place at GRDS is not definite until formal written confirmation is issued to the family from the school.

9.4.4 The school reserves the right to revoke the offer of a place in the event of the failure to provide any of the requested payments or completed documentation.

Policy Reviewed: Vicky Martin, Hanan Sabri, Michaela Bullock

Next Review Date: June 2021

بعد التحية

في حالة وجود أي أسئلة أو استفسارات أو إذا كنتم بحاجة لأي توضيح عن السياسات المتبعة في المدرسة . الرجاء التواصل مع السيدة / هبة مصطفى عبر البريد الإلكتروني [h.moustafa\\_rds@gemsedu.com](mailto:h.moustafa_rds@gemsedu.com)

وتفضلوا بقبول فائق الإحترام