

Inspired to Learn



DUBAI BRITISH SCHOOL

# Admissions Policy

taaleem  
Inspiring young minds

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## **Dubai British School: ADMISSIONS POLICY**

Dubai British School is a popular school and competition for places is particularly intense. This means that we limit class sizes and the overall number of children in the school. Regretfully, this means that we cannot offer places to all applicants.

### **1. Foundation and Mission**

In accordance with our Foundation, Dubai British School (DBS) is a British-style educational community open to English speaking students of all nationalities to whom a well – rounded education is offered. We welcome children of a wide range of abilities. Our admissions philosophy is by nature inclusive, but contained by boundaries set by our language of instruction and our ability to support students who have learning difficulties or special educational needs. The school's admissions policy is aligned with the school's stated mission.

### **2. Principles**

#### **2.1 Prioritisation**

As DBS is a school offering a British curriculum using English as the language of instruction, our first priority is to admit those students whose first or native language is English and who are capable of accessing our curriculum within the limits of the resources available at the school which maintain and support learning.

When the school receives applications, students are placed into the admissions pool according to priority groupings as described in Appendix 1. Offers are made to those in the pool at the times indicated in Article 2.3 of this policy and according to the numbers of places free in the appropriate year groups and prevailing class size policy at any one time.

#### **2.2 Placement by age and Transfer Certificates**

Year group placements are made according to the age norms that operate in the British system, and only very rarely will places be offered outside these ranges. Occasionally government regulations may require us to do so. Government regulation also requires a transfer certificate for all children from the child's current school in order to facilitate the correct placement. Cut off dates for any given year are; September 1 to August 31 inclusive. Therefore, placements are made according to the table shown in Appendix 3.

### 2.3 Timing of offers and maintenance of the Admissions Pool

2.3.1 Foundation 1 applications for the following academic year	All applications received by the last day of Term 1 of the preceding year will be considered during Term 2 of the year preceding year of entry. Assessments, described in Appendix 2, Section 2 are undertaken during this term, and offers are made and the admissions pool is established according to the principles outlined in Appendices 1 and 2 by the end of the first working week in March. Five (5) working days are allowed for a reply before the next round of offers are made.  Applications received in Term 2 and 3 are assessed as the pool is reduced.  All other applicants are assessed on an ongoing basis and added to the admissions pool according to the principles outlined in Appendix 1.
2.3.2 Other applications for the following academic year	Applicants are tested on an ongoing basis as applications are received and are placed in the appropriate class or into the admissions pool according to the principles of Appendix 1. Offers to new students are made after the deadline for re-registration commitments from current students have passed <i>unless the numbers likely to re-register are fewer than the capacity of the year grouping the coming year.</i>
2.3.3 Applications for the current academic year.	Candidates are tested on an ongoing basis as applications are received and are immediately placed in the appropriate class or into the admissions pool according to the principles of Appendix 1.
2.3.4 Offers in excess of maximum year group size	The Admissions Officer may use his / her judgement to recommend making offers in excess of the maximum number of places in the year group. The decision to do so can <b>only</b> be made by the Principal, and <b>only</b> in circumstances when it is judged likely that the numbers who have registered or re-registered may decline. Once this has been authorised, the Admissions Officer must monitor the situation carefully and allow number to fall to the correct levels, while keeping the Principal informed.
2.3.5 Maintaining vacancies	The school reserves the right to maintain up to 2 vacancies in any given year group in order to accommodate family applications from overseas received immediately before a new academic year is due to start.  The Admissions officer must keep the Principal fully informed when doing so on a monthly basis

### 2.4 Assessments

Dubai British School is as inclusive as its resources and its English speaking environment allows. The school conducts assessments of all applicants in order to establish the level of English and to ensure that the child is able to access the school's programme within the levels of support that are available.

### 2.5 Applications for students who speak English as an Additional Language (EAL)

DBS is committed to making its programme available to some students whose first language is not English. In order to do so, the school employs EAL support staff.

A student whose first language is not English can be admitted if he or she is judged able to access the curriculum. There will be an additional fee payable for

any EAL support in so far as is permitted by the Dubai Knowledge and Human Development Authority (KHDA). The school will advise as to whether an EAL course needs to continue, but a prime aim is to have students study without EAL support at the earliest opportunity.

## **2.6 Applicants who need learning support**

The School maintains an Extended Learning Department and offers extensive pastoral and counselling support. However, the school will only admit students when it has the *capacity* to support them without detracting from the education being offered to children who are already students at the school. Otherwise, the principles laid down in Appendix 1 determine offers to be made to students who need learning support.

Consideration may be given to applicants with a physical impairment or more severe learning difficulties if the following conditions apply:

- A sibling has already been offered a place
- The family are willing to pay for appropriate additional support deemed to be necessary
- in the opinion of the school it has the resources to offer an effective education without detriment to the education of other students
- in the opinion of the school the child, with this support, can function as a member of one of our mainstream classes
- the family are willing to withdraw the child if in the opinion of the school the child's needs can no longer be met without detriment to the education of other students and are willing to accept that entrance fees will be refunded in line with our normal refund policy

If a place is offered to a child with more severe learning support needs, the conditions of offer will be clearly indicated in a written document signed by parents and the Principal.

It is the responsibility of parents to offer full information in advance concerning a child's possible learning support needs. Failure to do so may result in the withdrawal of an offer or by requiring the child's withdrawal from school.

## **2.7 Admission to the Sixth Form (Years 12 & 13)**

Placement on four Advanced Supplementary level courses requires a student to have passed six (6) GCSE courses at Grade C or above, two of which must be in Mathematics and English. The student must also hold a B Grade pass in the relevant subject area selected for sixth form study. The school may admit students to AS courses conditionally; pending the result of Term 1 re-sits in GCSE courses.

Placement on Applied A Level courses requires a student to have passed four (4) GCSE courses at Grade C or above, and a commitment to achieve a C Grade Pass in Mathematics and English by the end of two years' study in the Sixth Form.

Students who have not taken GCSE courses will be admitted to AS and Applied A Level courses if their academic achievement is judged to be the equivalent of our GCSE entry requirements, based on validated documentary evidence from the previous school AND if the student has already satisfied or is likely to satisfy the matriculation requirements of the national system of higher education to which he or she will apply during Year 13.

### **2.8 Class and set sizes**

Offers must be made in the context of the school's prevailing class size policy. Due to the transient and uncertain nature of the international community in Dubai, there must be some flexibility when making offers. This is provided by the way the class size policy is expressed. The school sets a target for ideal class numbers in each year group, with limits for long and short-term maxima, which should not be exceeded.

The class size policy is laid out in Appendix 4.

### **2.9 Conditional offers**

The school reserves the right to make a conditional offer in rare circumstances. The nature of the condition and the financial consequences will be clearly stated in writing in advance and signed by the parents applying for admission, the relevant Headteacher, the Principal and the CFO of Taaleem.

### **2.10 Orientation of new students and families**

New families are introduced to the school by the Admissions Officer (AO). All will have the opportunity to meet senior members of the academic staff as they make preliminary visits to the school.

The school takes the orientation of new students very seriously and is very experienced in making sure that they settle as quickly as possible. There is close liaison between the AO, Headteachers; Heads of Foundation, KS1 and KS2; KS3, KS4 and Sixth Form Leaders; class teachers and secondary form teachers. The school also organises briefing coffee mornings for families at the beginning of each new term.

### **2.11 Re-registration and withdrawal**

Families have the right to reserve a place in the school for the following year by making a re-registration payment by the date specified by the school. Places not covered by this payment made by the specified time are not guaranteed.

Parents must inform the school in writing if intending to withdraw children. Leaving documents (Transfer Certificate) will be given on the last day of attendance ***if a minimum of ten (10) clear working days' notice have been given***. In order to comply with government rules the school must be informed of the country to which the child is being transferred. If the child is transferring to another school in Dubai or other part of the UAE, the school will prepare a

transfer certificate in Arabic. In order to do so the Admissions Officer must be informed in writing of the school to which the student is transferring in order to prepare the correct documentation. Parents must also supply an acceptance letter in Arabic from the school that the child is transferring to only if the school is in Dubai.

If the child is transferring to another Arab Country, a Transfer certificate in English may be required, BUT only the Arabic Transfer certificate needs to be attested by the Ministry of Education, the UAE Ministry of Foreign Affairs and embassy of the destination country. Parents must undertake all attestation requirements.

### **2.12 Suspensions and Expulsions**

Families are required to commit to the school's disciplinary code when enrolling students to the school. Particularly important is the need to support the school's behaviour policy for which a written commitment is required from all families who have children entering the Secondary School.

In the case of expulsion or suspensions, the school will respect all policy laid down by the Dubai Knowledge and Human Development Authority (KHDA). The School will consider refunding fees on a case-by -case basis. Admission fees will be refunded in line with normal school policy.

### **3. Responsibilities**

#### **Admissions Officer**

- To receive, respond to and co-ordinate all applications and admissions.
- To liaise with the Principal and Headteachers to ensure a smooth application, admission and orientation process
- To ensure that all documentation required by the school is present and in good order before an offer is made
- To maintain waiting lists for entry, prioritised by the principles laid down by the Admissions Policy.

#### **Primary and Secondary Head teachers**

- To ensure that students meet the academic admission requirements of the school
- To liaise with his / her staff as the admission is considered
- To make recommendations for year and class placement
- To liaise with the Admissions Officer and Principal to finalise an offer
- To ensure smooth orientation of student entry and settling
- To meet prospective families and to assist in school tour programme

#### **Principal**

- To review and then make all final offers
- To ensure that policy and procedures are reviewed and updated as necessary from time to time
- To meet prospective families and to assist in school tour programme

#### **Heads of Key Stage, Key Stage Leaders and EAL coordinators**

- To coordinate assessment at request of Admissions officer and Principal
- To advise on class placement and to liaise with Admissions Officer, class teachers and form tutors
- To ensure smooth start to school by new students
- To monitor the progress and orientation of newly admitted students

#### **Head of Extended Learning**

- To respond to requests for assessment and to comment on application
- To undertake assessments as required
- To monitor the progress and orientation of newly admitted students

**Primary and Secondary Deputy Head teacher**

- To meet prospective families and to assist in school tour programme
- To advise re. placement and ensure timely student orientation with Heads of Key Stage and Key stage leaders

**Faculty Leaders**

- To advise in the placement of sets, IGCSE Groups and A Level Groups

**Class teachers and Form Tutors**

- To welcome new students, ensuring a calm start to school
- to monitor early settling and to assign a buddy
- to ensure that the new student understands school systems and to answer parent and student questions

**Appendix 1: Priority admission groups**

All applicants in Admission Group 1 have priority over those in Groups 2, 3 and 4 at the times when offers are made. All applicants in Group 2 have priority over applicants in Group 3 and 4 at the times when offers are made. All applicants in Group 3 have priority over applicants in Group 4 at the times when offers are made.

**All** students are assessed to establish levels of English and to ensure that the school is able to meet their educational needs. Any subsequent assessments will be carried out at the discretion of the school.

<b>Group 1</b>	<b>Taaaleem debenture holders and investor board members applying before March 31 for admission in the following year.</b>	
Priority within Group 1	1	First language speaker of English with a sibling already admitted to school
	2	First language speaker of English who is a returning student
	3	First language speaker of English
	4	Non-native speaker of English assessed to be capable of accessing the curriculum at an appropriate level, with a sibling already admitted to school
	5	Non-native speaker of English assessed to be capable of accessing the curriculum at an appropriate level who is a returning student.
	6	Non – native speaker of English assessed to be capable of accessing the curriculum with or without EAL support at an appropriate level
	If debenture holders apply after March 31, they receive maximum priority on <i>existing</i> waiting lists.	

<b>Group 2</b>	<b>Siblings</b>	
Priority within Group 2	1	First language speaker of English who is a returning student
	2	First language speaker of English
	3	Non-native speaker of English assessed to be capable of accessing the curriculum at an appropriate level.
	4	Non – native speaker of English assessed to be capable of accessing the curriculum with at an appropriate level.

<b>Group 3</b>	<b>Taaleem teaching and executive staff children</b>	
Priority within Group 3	1	First language speaker of English
	2	Non-native speaker of English assessed to be capable of accessing the curriculum at an appropriate level

NB: The Principal has the discretion to offer a place to the children of potential teachers while recruiting so long as the Chief Educational Officer is kept informed.

<b>Group 4</b>	<b>Other applicants</b>	
Priority within Group 4	1	First language speaker of English who is a returning student
	2	First language speaker of English
	3	Non-native speaker of English assessed to be capable of accessing the curriculum at an appropriate level
	4	Non – native speaker of English assessed to be capable of accessing the curriculum at an appropriate level

**Appendix 2: The Process of application and the offer of a place at school.****1. General****1.1 Completion and circulation of the application form**

Parents complete an application form and submit the form to the school's registration office with the appropriate fee and all appropriate supporting documentation, which must include reports from the current school being attended and the results of any assessments that have been undertaken. The school Admissions Officer (AO) then passes the completed form to the Primary or Secondary Headteacher who completes a summary tracking form (blue Primary; yellow Secondary), in consultation with academic and pastoral staff, making a decision as to whether an EAL assessment is necessary or whether there may be issues arising from a need for Learning Support.

**1.2 Documents in support of the application**

Parents are asked to provide full documentation to support their child's application to school. This must include

- full passport and visa documentation for both parents and children
- a copy of the child's birth certificate or official adoption papers
- the child's academic records, normally from the previous two years
- for FS1 children, a completed proforma reference from the child's nursery school or play group
- outcomes of assessments and a report from the child's current school
- any documentation concerning needs for learning support
- proof of necessary immunisation and a school medical form completed and verified by a doctor at the latest within 15 working days of arriving at school.

Failure to produce any of these documents will delay admission and placement. In the case of any failure to produce proof of immunisation in the due time after admission will result in exclusion until such documentation is obtained.

If any part of the completed application and the supporting documentation is found to be false, misleading, or incomplete, the school reserves the right to withdraw the offer of place or to ask that the child is withdrawn from school having been admitted.

**1.3 Assessment and tracking**

All students who have applied and have been invited for an assessment to join FS2 – Y1 will be asked to meet the year team for an informal assessment, the outcome of which will be recorded on the tracking form. Year 2 students and above will complete an appropriate oral and written assessment. Applicants are invited for assessment in accordance to the priorities stipulated in Appendix 1.

If EAL assessment is required, the Admissions Officer will be informed and assessment arranged with EAL staff. The outcome of the assessment will be indicated on the tracking form.

If the Primary or Secondary Head teacher considers that Learning Support may be necessary for the child, further reports may be called for, using the appropriate proforma, If possible, a meeting with the Extended Learning team will be arranged for the child and recommendations will be made on the tracking forms. Further assessment may be asked for.

Once the Primary or Secondary Headteacher has completed the tracking form the file is returned to the Admissions officer who will pass to the Principal, complete with the appropriate letter prepared for parents for final signature. The Principal will comment on whether an offer can be made, but has the right to ask for further information before approving an offer, and has the responsibility of ensuring that the class size policy is respected.

The number of offers made at any one time will not normally exceed the maximum class number, taking into account the number of registered students on roll, in addition to the number of active offers made, minus the number of known leavers, **except** at the discretion of the Principal.

## **2. Applicants for places in FS1 to start in the following year**

Special arrangements are in place for admitting and assessing students starting the following school year in FS1. All applications (inclusive of siblings) for a place in FS1 must be made before the last day of Term One. Please see Section 2.3.1 of the main policy document.

Students are assessed according to the time frame described in Section 2.3.1 of this policy. Assessments consider 11 areas of readiness, which will be made known to the parents in advance.

Those judged to be best able to access our curriculum will be offered places in accordance with the principles described in Section 2.3.1 of the main policy and Appendix 1.

Feedback to parents of children not offered a place will be at the discretion of the school.

Offers will not generally be made to Group 4 applicants for a place in Foundation 1 if they are judged to be in need of Learning or EAL support.

## **3. Acceptance of offers**

Where the number of places available is exceeded by the number of applicants on the prioritised waiting list for any year group, parents will be given five (5) working days in which to respond, and a further five (5) working days to secure the place by the payment of the suggested bond or deposit, which will be offset against the termly fees before an offer is made to another student.

Where the number of places available exceeds the waiting lists, parents will be given up to ten (10) working days in which to reply and a further five (5) to secure the place by the payment of the suggested bond or deposit, which will be offset against the termly fees.

**Appendix 3: Placement in Year Group by age.**

Placement is made in line with KHDA requirements. The DBS guidelines for placement are as follows:

F1	Turning 4 Children that are aged 3 but that will <b>turn 4 on or after September 1</b> of the new school year and that will be aged 4 before September 1 of the following calendar year.
F2	Turning 5
Year 1	Turning 6
Year 2	Turning 7
Year 3	Turning 8
Year 4	Turning 9
Year 5	Turning 10
Year 6	Turning 11
Year 7	Turning 12
Year 8	Turning 13
Year 9	Turning 14
Year 10	Turning 15
Year 11	Turning 16
Year 12	Turning 17
Year 13	Turning 18

**Appendix 4: Class size policy****1. Primary classes and Secondary tutor groups**

The following apply to classes in the Primary School (F1 – Year 6) and Tutor Groups in the Secondary School (Year 7 – Year 12/13)

Year Group	Maximum long term size	Max short term size (1 term)
F1	19	20
F2	19	20
1	25	26
2	25	26
3	25	26
4	25	26
5	25	26
6	25	26
7	25	26
8	25	26
9	25	26
10	25	26
11	25	26
Vlth	22	23

If a class is at the maximum long term size, additional students accepted to the for a short-term period be first language or bi-lingual speakers of English

**2. GCSE & A Level teaching sets: guidelines**

Year Group	Maximum long term size	Max short term size (1 term)
GCSE	22	25
AS / A2	17	18

Approved Level 1 Policy

Mr. Ziad Azam  
(CEO, Taaleem)  
October 8, 2009

Mrs. Samia Al Farra  
(CEdO, Taaleem)

Mr. Mark Ford  
(Principal)