



Admissions Policy 2024-25



REPTON DUBAI



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Repton School Dubai Admissions, Enrolment, and Placement Policy

I. Purpose

A. Purpose of the Policy

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

II. Scope

A. Applicability of the Policy

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

III. Policy Statement

A. Commitment to Transparency and Equity

Repton School Dubai 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. Policy on Non-discrimination

We welcome children from various 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

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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.

VI. Admissions Criteria

A. Criteria for Student Admission

Repton School Dubai has an inclusive admissions process, considering academic ability, aptitude, and personal qualities. The school seeks to admit students who demonstrate strong potential for success within the English National Curriculum, prioritising positive attitudes, exemplary behaviour, and a supportive learning community.

VII. Admissions Process

A. Application and Documentation

The admissions process at Repton School Dubai is structured to ensure transparency and fairness. Applicants must complete an application form, submit the child's latest school reports, and provide additional documentation as needed.

B. Interview and Assessment

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.

C. Final Enrolment Decisions

Final decisions regarding enrolment are made after careful consideration of all documentation submitted including videos, any interviews performed and assessments.

D. Waiting List Policy

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. Policy Review Procedures

This policy will be regularly reviewed and evaluated to ensure its continued effectiveness and alignment with KHDA Policy. Revisions and updates will be made as necessary to maintain compliance with relevant regulations and best serve the needs of Repton School Dubai 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 Heads of School. We consider the prospective student's academic and extracurricular achievements to gauge their integration

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into our school community. Depending on the entry year of the applicant and specific needs, assessments may include a Cognitive Ability Test (CAT4), reading videos, or play videos for Foundation Stage. For older students, the process may require submitting subject-specific videos or booking interviews with a member of the Senior Leadership Team for final decisions.

B. Admissions Requirements for Foundation Stage

Recent nursery and school reports are preferred for the application process. Applicants are requested to submit the most recent nursery/school report and, if available, the report from the end of the previous academic year. We evaluate these documents to assess whether prospective students meet age-appropriate academic and developmental expectations.

The school conducts in-person, play-based assessments for which your child may be invited. These sessions typically last approximately 20 minutes. The Admissions team will liaise directly with families to arrange these assessments.

For families residing overseas at the time of application, we may request short videos demonstrating the child's play interactions. Additionally, international families may be invited to participate in a brief video call to facilitate the admissions process.

In situations where nursery or school reports are unavailable, videos showcasing the child's basic social and educational interactions may also be requested.

C. Junior School Years 1-6

Submission of the two most recent academic reports are required, with comments on core subjects (Maths, English, Science) and teacher descriptions reflecting the student's performance. We review these reports to assess if the student is meeting age-related expectations and to consider their effort grades. Non-English reports must be translated prior to submission. Attendance is an important factor in a child's ability to succeed at school; therefore, our preference is for a record showing 90% or more attendance. A CAT4 assessment may be conducted for Year 2 applicants and above, if requested. Additionally, we may request an online or in-person interview, or short videos showcasing basic interaction, reading, or conversation skills to further evaluate the student's capabilities.

D. Senior School Years 7-13

Submission of the two most recent academic reports and the most recent CAT4 report are required, with comments on core subjects (Maths, English, Science) and teacher descriptions reflecting the student's performance. We review these reports to assess if the student is meeting age-related expectations and to consider their effort and behaviour grades. We also expect a record of at least 90% attendance. All non-English documents must be translated into English before submission. A CAT4 assessment will be scheduled for those without an updated CAT4 result on application, for applicants into Years 7-13. Additionally, we may request an online or in-person interview, or a short video to further assess the applicant.

Subject options forms must be completed for Years 10 and 12 applicants and availability of courses may be impacted by the date of application. For further information on course availability, a member of our Senior School academic team will be in touch.

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On a case by case basis the school will consider applications for Year 11 as this is dependant upon courses studied and examination board alignment.

Repton School Dubai offers multiple pathways for post-16 students based on their career goals and academic strengths. The primary options are the International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Careers-related Programme (IBCP), and A Levels. Some students may also pursue the BTEC Plus course. Year 12/A Level programme applicants coming from UK curriculum must submit mock examination results and the most recent end-of-year report.

Pathway Options:

Applicant Requirements:

- **IBDP & A Level:** Applicants must have achieved at least six IGCSE/GCSE passes, including a minimum of grade 6/B in English and Science, and a minimum of grade 7 in Maths. It is expected that the subjects chosen for higher-level study have been previously studied at IGCSE/GCSE level. This is particularly important for those selecting higher-level options.
- **IBCP:** Requires 6 IGCSE/GCSEs, including English and Maths, at grade 4/C or higher. For IBDP options, a 5/B or higher is required.
- **BTEC Plus:** Assessed on a case-by-case basis.
- **A Levels:** Students take at least 2 AS courses in Year 12 and a minimum of 2 full A Levels in Year 13. The curriculum is designed based on student choices and approved by the relevant Ministry regulations.

Additional Information for Post-16 courses:

- The Extended Project Qualification (EPQ) is offered to enhance learning and attract UCAS points.
- External applicants are not accepted directly into Year 13.
- Students from non-British systems are assessed on a case-by-case basis, with evidence of prior study required.

A CAT4 test is part of the admissions process to determine the suitability of students for their chosen post-16 programme. Low scores may direct students towards vocational pathways.

E. Boarding

Applicants for boarding at Repton School Dubai from Year 7 upwards must first successfully complete the day-student application process. Only after passing this initial stage will they be considered for boarding. To ensure suitability for boarding life, a separate interview with a member of the Boarding Team or Senior School Leadership Team is required for final approval and offer to join the boarding school. We require completion of a pastoral report and safeguarding form from the previous school.

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X. Eligibility for Re-registration

A. Conditions for Re-registration

Repton School Dubai 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. Welcoming Students of Determination

Repton School Dubai welcomes students of determination. Our Inclusion Team offers a broad range of support for prospective students who display additional learning needs.

B. Documentation and Reporting Requirements

Parents must inform the School at the application stage and provide relevant reports from Educational Psychologists, Speech and Language Therapists, or medical reports as applicable.

C. Assessment of Required Support

The School will consider whether it can provide the necessary support required to meet the child's needs. If additional support is needed, such as an individual Learning Support Assistant (LSA), the Inclusion Manager will coordinate with parents.

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

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for continuity and does not represent unwarranted promotion. Students from FS1 to Year 2 are placed into Year Groups at Repton School Dubai 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.

XIII. Appendices

A. Fig 1: Table of Equivalences:

Grades of Students in 12 Year System	Year Groups of Students in 13 Year System	Age on 31st August
American/Australian	British	
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