

Repton Dubai

Admissions, Enrolment, and Placement Policy

Academic Year 2026–27

Owner: Principal · Review cycle: Annual · Aligned to KHDA policy and the Dubai Inclusive Education Policy Framework (DIEPF)

Contents

1. Purpose

This policy sets out the guidelines and procedures governing admissions, enrolment, and placement at Repton Dubai, ensuring a fair, transparent, and appropriate process for every prospective student and family.

2. Scope

This policy applies to Repton Dubai and to all staff involved in the admissions process, including the Principal, Heads of School, the Admissions & Parent Experience Manager, and Admissions & Parent Experience Executives. Repton Dubai is a co-educational, inclusive school delivering the English National Curriculum (British Curriculum) to students aged 3–18.

3. Policy Statement

3.1 Commitment to Transparency and Equity

Repton Dubai is committed to a transparent and equitable admissions, enrolment, document and information collection, and placement process, in accordance with the requirements of the KHDA. This policy aligns with the Dubai Inclusive Education Policy 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, which together guarantee inclusive education and equal rights for People of Determination.

4. Roles and Responsibilities

4.1 Principal

Holds overall responsibility for the implementation and oversight of this policy.

4.2 Heads of School

Support the Principal in ensuring the policy is implemented effectively and consistently across all phases of the school.

4.3 Admissions & Parent Experience Manager

Manages the admissions process and database, leads parent communication, and maintains accurate student records.

5. Equal Treatment and Non-Discrimination

Repton Dubai welcomes children from all ethnic and racial groups, backgrounds, and creeds. Human rights and freedoms are respected and balanced with the lawful needs and rules of the school community and the rights and freedoms of others. All candidates for admission are treated equally, irrespective of their own or their parents' religion, belief, sect, faith, creed, race, colour, or ethnic origin.

6. Admissions Criteria

Repton Dubai operates an inclusive admissions process that considers 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.

7. Admissions Process

7.1 Application and Documentation

Applicants must complete an application form, submit the child's most recent school reports, and provide any further documentation requested by the Admissions team.

7.2 Interview and Assessment

An interview and assessment are required for all applicants. Final enrolment decisions are made by the Heads of School, in collaboration with the Admissions & Parent Experience Manager and the Principal.

7.3 Final Enrolment Decisions

Final decisions on enrolment follow careful consideration of all submitted documentation, including videos, interviews, and assessment outcomes.

7.4 Waiting List Policy

Where a year group is fully subscribed, applicants are placed on a waiting list and contacted as soon as a place becomes available. Families must then complete the required admissions steps promptly to secure the offer. Further detail is available in the Cognita Group of Schools Waiting List Policy.

8. Policy Review

This policy is reviewed regularly to ensure its continued effectiveness and alignment with KHDA requirements. Revisions are made as necessary to maintain regulatory compliance and to best serve the needs of Repton Dubai and its students.

9. General Admissions Criteria by Phase

9.1 Individual Assessment of Applicants

Every applicant's report is reviewed by the Admissions team and Heads of School, considering both academic and extracurricular achievement to gauge readiness for integration into the school community. Depending on the entry year and the individual needs of the applicant, assessment may include a Cognitive Ability Test (CAT4), reading videos, or play-based videos for Foundation Stage. Older applicants may also be interviewed by a member of the Senior Leadership Team as part of the final decision.

9.2 Foundation Stage

- Most recent nursery and/or school report preferred at application, where available.
- Reports are reviewed to confirm age-appropriate academic and developmental progress.
- An in-person, play-based assessment of approximately 30 minutes may be arranged by the Admissions team.
- Families based overseas at the time of application are offered a video call in place of an in-person assessment.

9.3 Junior School, Years 1–6

- The two most recent academic reports are required, with comments on Mathematics, English, and Science, and teacher descriptions of performance.
- Reports are assessed against age-related expectations, alongside effort grades.
- Non-English reports must be translated before submission.
- A minimum attendance record of 90% is preferred.
- A CAT4 assessment may be requested for Year 2 applicants and above.
- An online or in-person interview may also be requested.

9.4 Senior School, Years 7–13

- The two most recent academic reports and the most recent CAT4 report are required, with comments on Mathematics, English, and Science, and teacher descriptions of performance.
- Reports are assessed against age-related expectations, alongside effort and behaviour grades.
- A minimum attendance record of 90% is expected.
- All non-English documents must be translated into English before submission.
- Applicants without a current CAT4 result will be scheduled for assessment.
- An online or in-person interview may also be requested.

- Subject options forms are required for Year 10 and Year 12 applicants; course availability may depend on application date.
- Year 11 applications are considered on a case-by-case basis, depending on courses studied and examination board alignment.

9.5 Post-16 Pathways

Repton Dubai offers multiple post-16 pathways aligned to students' career goals and academic strengths: the International Baccalaureate Diploma Programme (IBDP), A Levels, and, for some students, the BTEC Plus course. Year 12/A Level applicants from a UK curriculum background must submit mock examination results together with the most recent end-of-year report.

Pathway	Entry Requirements
A Level	Six IGCSE/GCSEs at Grade 6 or above (or equivalent), including English Language and Mathematics.
BTEC	Five IGCSE/GCSEs at Grade 5 or above (or equivalent), including English Language and Mathematics.
Combined A Level and BTEC	Entry requirements considered on an individual basis.
IBDP — Standard Level (SL)	Six IGCSE/GCSEs at Grade 6 or above (or equivalent).
IBDP — Higher Level (HL)	Grade 7 or above at IGCSE (or equivalent); Grade 8 required for Mathematics and Physics. Students must meet requirements for three SL and three HL subjects.

Some A Level and BTEC subjects carry higher or additional requirements; see the British Curriculum Options Booklet and International Curriculum Options Booklet for full detail. In exceptional circumstances, application of the above criteria is at the discretion of the Head of Sixth Form.

Additional information:

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

9.6 Boarding

Boarding applicants from Year 7 upwards must first successfully complete the day-student application process; only candidates who pass this stage are considered for boarding. A separate interview with a member of the Boarding Team or Senior School Leadership Team is required for final approval. A completed pastoral report and safeguarding form from the applicant's previous school are also required.

10. Eligibility for Re-registration

Students are eligible for re-registration for the following academic year, provided there are no significant academic or behavioural concerns and no outstanding fee defaults.

11. Special Educational Needs and Disability (SEND) and Inclusion

11.1 Welcoming Students of Determination

Repton Dubai welcomes students of determination. The school's Inclusion Team offers a broad range of support for prospective students who display additional learning needs.

11.2 Documentation and Reporting Requirements

Parents must inform the school of any additional learning needs at the application stage and provide relevant reports from Educational Psychologists, Speech and Language Therapists, or medical practitioners, as applicable.

11.3 Assessment of Required Support

The school will consider whether it can meet the child's needs effectively. Where additional support is required, such as an individual Learning Support Assistant (LSA), the Inclusion Manager will coordinate directly with parents.

12. Year Groups and Grades

12.1 Overview of the British Education System

The British education system spans thirteen years, organised into year groups, whereas systems such as the American and Australian curricula follow a twelve-year cycle organised into grades.

12.2 Curriculum Equivalency

Although year groups and grades are organised differently, curriculum content and academic expectations in core subjects are broadly similar across comparable ages. This allows for a table of equivalences (Appendix A) that supports the transfer of students between systems.

12.3 Ensuring Continuity and Progress

For example, an eight-year-old student (as at 1 September) would be admitted to Grade 3 in a twelve-year system and to Year 4 in the British system; the two reflect the same stage of prior learning. Transferring such a child into Year 3 rather than Year 4 would place them a year above the expected academic level of their classmates and risk repetition of prior learning, rather than represent unwarranted promotion. Students from FS1 to Year 2 are placed by date of birth. Students from Year 3 to Year 13 are placed according to curriculum continuity, in line with KHDA policy.

Appendix A — Table of Equivalences

Grade (American / Australian, 12-Year System)	Year Group (British, 13-Year System)	Age on 31 December
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