BRIGHTON COLLEGE
DUBAI

Admissions Policy

Please see Brighton College Dubai Policies and Guidelines

1. Policy Statement

This policy, as reflected in its aims below, establishes the criteria for admission to Brighton College Dubai.

2. Aims

- To select and admit pupils who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our College community.

2.1 Equal Treatment

We welcome pupils from all ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our College community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their or their parents' race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.

2.2 Students of Determination and Extra Learning Provision

The College is committed to the admission of students of determination and follows Implementing Inclusive Education: A Guide For Schools (2019) and Dubai Inclusive Education Framework Policy (2017) which states that:

- Pupils are not refused admission based only on their experience of SEND
- Pupils with SEND will receive sibling priority
- Pupils will be actively supported to participate in the process of learning as they develop their potential and build relationships with their peer, through social interactions in age-appropriate common learning environments
- Support, accommodations and curricular modifications will enable equitable access to educational opportunities

Commented [SK1]: @Holly Nash Is this sentence correct?

Commented [SK2R1]: No they do not receive sibling priority. You can removed if you think we should

We promote the principle of equality and welcome applications from students of determination. We make reasonable adjustments to comply with the legal requirements of the UAE in order to accommodate the needs of applications who have special educational needs.

The College requests disclosure of any known learning difficulties or additional needs which may impede a pupil's ability to take full advantage of the education provided at the College. Applicants should share any medical or professional reports as well as educational reports within the last two years, for prior consideration. These will be immediately passed to the Head of Inclusion for review before inviting the parents of applicants for a consultation to discuss how the pupil's individual needs can be best met.

Some pupils may receive a conditional offer, where the conditions of the offer must be met in order for the pupil to secure and maintain their place at the College. Parents will be made aware that additional fees may be applicable for the provision of extra support (such as recruitment of an Individual Learning Support Assistant or referral to external agencies) and such fees may not exceed 50% of the approved College tuition fees for other pupils.

When a learning difficulty or special educational need becomes apparent after registration, the College will consult parents about reasonable adjustments and the level of support required to enable the pupil to successfully continue their education. In some circumstances, the Head of Inclusion, in consultation with key staff and parents, may request the recruitment of an Individual Learning Support Assistant or provide a conditional offer on re-enrolment. In some cases, it may be determined that a pupil with inclusion needs would make more progress and thrive in a different educational setting. However, the College will do everything reasonably possible to cater to the needs of the pupil.

In exceptional circumstances, where the College is not able to sufficiently meet the pupil's needs following the admission assessment, the criteria and rationale will clearly be described through the completion of the KHDA's non-admission notification procedure for students of determination. Alternative educational and therapeutic provisions will be recommended.

Please refer to the Inclusion Policy which provides further details on admissions for Students of Determination and students that require extra learning provision.

3. Practice and Procedures

3.1 Academic Selection

There is a selection and assessment process for all pupils entering the College. The assessment procedure comprises of a combination of entry tests, interviews, previous school reports, character references, confidential reports, samples of work and where applicable, consultations with

specialist staff (EAL/ Inclusion). Pupils with learning differences will be assessed based on their commitment to fulfilling their own potential to the fullest and to reaching the Brighton College Code of Conduct with the encouragement of the teaching staff and Inclusion team.

3.2 Entry Assessments

In the Pre-Prep, our priority is to make sure that the children coming for a playdate assessment feel settled, secure and happy. For children who are applying for entry into FS1 and FS2, the assessment involves a welcoming play based visit where members of the Pre-Prep will meet with the child in a relaxed, informal setting. This visit provides an opportunity for our staff to engage with the child and observe their natural interactions, enthusiasm and familiarity with basic concepts such as colours, numbers, and letter awareness. For children to join the Pre-Prep the expectation is that they will be toilet trained before their first day of school.

For those applying to Year 1 and Year 2, the assessment continues to include a play-based element but also incorporates an evaluation of key skills in reading, writing, and mathematics. This approach helps us understand each child's developmental stage while maintaining a supportive and enjoyable experience. Additionally, for pupils applying to Year 2 for entry within the same academic year, a CAT4 assessment will be required as part of the process.

Commented [SK3]: @Katy Cooke Do you want to put something in here about the new BC assessment?

Commented [KC4R3]: @Samantha Kleinschmidt this is updated and I have added a line in about being toilet trained

For **Year 3** to **Year 11,** pupils are required to complete age-relevant CAT4 and writing assessments. In addition to the assessment, parents are required to submit recent school reports and additional school documents if required.

For **Years 7 to 11,** pupils will also have an interview with the Head of Senior School or a member of the Senior Team. This is a general interview to explore the pupil's interests, attitude to school life, personal qualities, ability to contribute to the College community, support available at home and any other relevant information.

For **Years 12 and 13** pupils will additionally require mock GCSE/IB results.

As Brighton's main language of instruction is English, applicants from non-English speaking backgrounds may be required to carry out a supplementary assessment in listening, speaking, reading and writing skills. Pupils with additional learning needs may be required to undertake a specific assessment as determined by the Head of Inclusion.

3.3 Assessing Overseas Candidates

For **FS1** pupils, admission is based on the pupil's language, personal, social and emotional development which is determined from current nursery reports, work samples and a video of the pupil. For **FS2, Year 1** and **Year 2** pupils, school reports, photographs and current samples of work form the basis of the assessment process along with a recent video of the pupil. For pupils applying to Year 2 for entry within the same academic year, a CAT4 assessment will be required as part of the process. Admission into **Year 3 and above** requires the sitting and invigilating of an online assessment in an educational establishment in the country of residence. This usually

takes place at the pupil's current school. The College may require an additional confidential report and will be requested by Brighton's Admissions Team.

3.4 Character Reference

We will, as due course, request by email, a character reference from each pupil's current school. The Pastoral/Safeguarding Lead of the pupil's current school will be asked to complete a confidential reference, which will cover the pupil's academic ability, attitude and behaviour, and involvement in the school.

3.5 Candidates Age

The pupil's year of entry is based on the current Pupil Entrance Age criteria in line with the school's curriculum and Government Regulations requirement.

Every effort is made to place pupils in the appropriate year for their age and provide the support needed to help the pupil meet age-related expectations.

3.6 Exemptions

Exemptions to a pupil's year group may occur when:

- Transferring from a 12-year educational programme to the 13-year programme offered at the College.
- A pupil has been determined as having knowledge or skills above or below age-related standards and the parents have specifically requested that an assessment is made for the year below or above
- When the Knowledge and Human Development Authority (KHDA) have made a judgment that a pupil be placed in a year group which falls outside of the Pupil Entrance Age.
- Previously agreed exemptions from another British curriculum school

The signed Acceptance Form demonstrates the parental agreement to the year group of entry which may differ to the alignment of the pupil's current School Report and Transfer Certificate held on the file.

3.7 Re-assessments

Pupils may be asked to return for a re-assessment in the following circumstances:

- if they are upset at the initial assessment
- if they are sick during the time of the initial assessment
- if there is an unexplained mismatch in the pupil's school reports and assessment results.

In all cases, the reasons for a re-assessment will be clearly outlined to the family

3.8 Special Circumstances

We recognise that a candidate's performance at the assessment stage may be affected by the following:

- Sickness or a lengthy absence from schooling;
- Family circumstances such as a recent bereavement;
- Differences in educational systems;
- Specific language or learning needs.

For the purposes of making a fair and informed decision, we request the right to obtain further information such as a medical certificate or educational psychologist's report and/or associated correspondence from the pupil's current school (including samples of work).

3.9 Full Disclosure

Applicants should disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities, social and emotional regulation or learning differences. If information has been deliberately withheld or communicated incorrectly during the application process, the College has the right to withdraw any offer that has been made.

3.10 Documentation/Contact Information

It is the applicant's responsibility to ensure the Admissions Office is provided with up to date documentation including passports, Residence Visas, Emirates Identity Cards and contact information. A list of essential documentation required is available on the College website. Documents Required.

3.11 Timeframe for admissions decisions

Prospective parents can expect to receive a final decision from the Admissions department in writing within five working days of the final assessment and when all required documentation is received. Where a decision is likely to be delayed due to staff holiday / sickness, prospective parents will be notified.

Offers will be confirmed once the deposit payment has been received and all initial documentation submitted.

3.12 Preference

Preference will be given to:

- A pupil whose parent is a current member of our staff;
- A pupil with a particular skill, talent or aptitude;
- A pupil including students of determination who already has (or is about to have) a brother/sister in the College

4. Assessment and Record Keeping

FS1 to Year 2 – All prospective pupils will be assessed within a play based environment. For Pupils in Year 1 and 2, they will also be required to demonstrate their skills in reading, writing and mathematics. For pupils applying to Year 2 for entry within the same academic year, a CAT4 assessment will be required as part of the process.

Year 3 to Year 6 - All prospective pupils are assessed through four disciplines: Verbal, Non-Verbal, Spatial and Quantitative using the CAT4 assessment. The combined assessment will take approximately two hours to complete. Pupils are then asked to complete a creative writing task to supplements the CAT4 results

Year 7 to Year 13 - All prospective pupils are assessed through four disciplines: Verbal, Non-Verbal, Spatial and Quantitative using the CAT4 assessment. The combined assessment will take approximately two hours to complete. Pupils in year 7-11 are then asked to complete a creative writing task to supplement the CAT4 results. An interview with a member of the Senior Team will take place.

Where a learning need or disability has been disclosed on the application form, a member of the Inclusion team will meet with the parents and child to discuss the child's individual needs and how Brighton College can meet those needs. See Brighton College Dubai Inclusion Policy if further details are required. The decision to invite the pupil for the online CAT4 assessment is made through the collaborative agreement of the Admissions Manager, The Head of Inclusion and Parents.

Decisions are based on the outcome of the meetings, the assessments and the recommendations made by the Heads of Schools. The Admissions Manager notifies the parents once a decision has been made. All relevant assessment data, reports and meeting notes are kept on the pupil's file.

The Offer and Decline Letters are prepared through a template and copies are kept on the system. Parents who accept the offer of a place at the school for their child should respond via the Acceptance Form.

5. Monitoring and Review

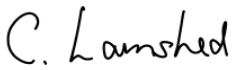
This policy is to be reviewed and checked annually by the Head Master

6. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:



Craig Lamshed, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Annual Update	Suada Cejvan	February 2020
2.0	Annual Update	Naz Denning	February 2021
3.0	Annual Update	Suada Cejvan	April 2022
4.0	Page 1 – changed International GCSE and A Level to GCSEs and A Levels Added reference to Year 11 throughout SPAG corrections made	Jane Clewlow	May 2022
5.0	Governor updated	Julia Jones	January 2023

6.0	Inclusion update added	Holly Nash	February 2023
7.0	Annual update	Samantha Kleinschmidt	August 2023
8.0	Annual update	Samantha Kleinschmidt	September 2024
9.0	Update to Entry assessments for Pre-Prep to include a requirement to be toilet trained	Katy Cooke	March 2025
10.0	Inclusion update	Holly Nash	March 2025
11.0	Annual update	Samantha Kleinschmidt	March 2025
12.0	Annual Update	Stephen Buckley	October 2026

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified

Policy Development

Policies will continue to be developed as strategic priorities are set.