

Admissions Policy



This policy includes definitions and guidelines related to admissions procedures at the school

References to Hartland children should be read as Pupils in the Primary phase and Students in the Secondary phase of the school and are interchangeable.

September 2024

Purpose

Hartland International School is committed to serving the community of Dubai and operates an open and inclusive admissions policy. We do not discriminate on any grounds, whether that be race, color, creed, disability or nationality and aim at all times to admit each applicant if we believe that the school can meet their learning needs.

Those who wish to apply for a place at our school are required to sit a placement assessment appropriate to the age and stage of the child in their learning.

Emirati students will be welcomed to the school and will be allocated priority places.

Students will not be denied admission on the basis of language provision, but additional support may be both required and recommended to ensure that progress can be made and also to ensure student happiness and wellbeing if transferring into an unknown environment.

Admissions and assessments for Students of Determination will be directly supervised by the Head of Inclusion, working with the Registrar and senior team. In cases where students have special needs that go well beyond the normal spectrum, the School undertakes to work closely and cooperatively with parents, and in consultation with KHDA, in order to investigate workable solutions. If we are unable to offer a place to a Student of Determination the school will complete the required documentation and submit to the KHDA.

The premises have been designed to aid the mobility of students with physical disabilities.

The School will also introduce a limited scheme of school bursaries through a published scholarship programme to recognize exceptional achievers. In addition, the school will offer discretionary and limited fee support for families who have been loyal to the School and who temporarily fall into financial difficulty.

Assessment

Decisions regarding admissions will be taken by the Principal and / or her senior staff and such decisions will be made in line with the regulatory authority legislation and guidelines. Decisions will also take account of the child's age, previous learning, assessment outcomes and previous educational records where available and applicable.

In **Foundation Stage**, assessments for entry to the school will take the form of play type assessments with in-situ observations by expert staff. These will take place at the school or by arrangement at the child's nursery if applicable.

In **Year 1**, assessments for entry to the school will be conducted by the Assistant Head or appropriate member of the primary team and will take the form of informal discussion, phonics assessment, a reading and drawing task and a basic numeracy assessment.

Students applying for **Years 2 and above** will complete an online Cognitive Ability Assessment (CAT). It contains Verbal, Non-verbal, Quantitative and Spatial reasoning questions and will take around 90 minutes to complete. The Admissions Team will oversee each assessment and will ensure that all students can practice some questions at the start. The tests are non-curriculum specific and non-content based. The Year 2 CAT4 is a simplified and modified version of the full assessment.

Previous school reports will also be taken into consideration if appropriate. Following each stage of this process, the school will be in an informed position to make the relevant and appropriate offer for the applicant.

The school reserves the right to administer an English language test to ensure that students either

- a) have the necessary English skills to cope with the curriculum offered, or
- b) can show the potential to improve their English language skills over a single term, with EAL support, so that they cope independently.

Confirmed admission is also dependent on all the required and appropriate documentation to ensure adherence to legislative requirements, though conditional offers can of course be made in advance of submission of such paperwork.

Admissions to Year 11

Should a student wish to join the school part way through the two-year GCSE qualification, admission to the school will be dependent on the school's ability to match options and examination boards against prior work already done in Year 10.

Sixth Form Admissions

The UK UCAS advice on their website is clear that for progression to A level, in order to be able to adequately access courses, academically and ethically as well as ensuring appropriate progression beyond school, students should attain:

- at least five GCSEs at grades 9 to 4, two of which must be English language and mathematics
- at least a grade 6 in the specific subject(s) students want to study

However, in the case of some subjects, due to the rigour and difficulty levels in subjects such as mathematics and physics, in a normal set of circumstances, a suitable candidate should achieve at least a grade 8 at GCSE and have displayed interest and enthusiasm for the subject throughout the GCSE course.

Research published by Government and Examination Boards clearly shows the correlation between prior attainment at GCSE and A level outcomes specifically in relation to the more challenging Mathematical and Science subjects.

Students who wish to study four A Level subjects should indicate this on their application form, and they will be guided by the Secondary Leadership staff.

In order to process the application and assessment, parents are required to provide the following documentation at time of assessment:

- A copy of the child's birth certificate
- A copy of the child's passport, visa and Emirates ID
- A copy of both parents' passport, visa and Emirates ID
- x6 Passport photos of the child
- Previous years' school reports or nursery school reports where applicable
- Transfer certificate from Year 2 upwards where applicable

These documents may be submitted with the child's online application form.

An assessment fee of AED 500 is payable which is non-refundable and non-transferrable.

Who was consulted?

In drafting this policy Hartland International School has followed KHDA requirements and legislative processes. It has also considered best global practices drawn from the experience of its Senior Leadership Team and consulted with the Arabic Secretary, admissions team and school owners.

Roles and Responsibilities

The Principal will ensure that:

- students are admitted in accordance with this policy and will work closely with the admissions team and Arabic Secretary to ensure implementation and compliance throughout the year.
- the number of open classes and projected numbers is agreed with the owner and advisory board as part of the budget and school operations planning processes.

The Registrar and Admissions Team will ensure that:

- students are admitted in accordance with this policy and will work closely with the Principal and Senior Leadership Team Staff and Arabic Secretary to ensure implementation and compliance throughout the year.
- the Principal and relevant advisory groups who support enrolments, are kept informed and up-to-date regarding enquiries, applications and admissions on a regular and planned frequent basis

The Arabic Secretary will ensure that:

- the Principal, Leadership Team and Admissions Team are kept up-to-date and informed regarding legislation and said requirements
- registration is completed in line with KHDA deadlines and requirements
- parents are supported in relation to any queries and also in the completion of the parent contract.

Date for review of policy

September 2026

Signed.....Date.....

School Principal

Relationship to other policies, guidelines and statements

- Current Government Regulations
- Inclusion Policy
- EAL Policy