



1.0 Policy Statement

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

2.0 Aims

To ensure compliance with the College's purposes. Brighton College Abu Dhabi will deliver the Brighton College Curriculum, which is based on the National Curriculum of England and Wales, leading to the award of GCSEs and A-levels for boys and girls aged 3 years to 18 years.

To 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 within an inclusive environment.

2.1 Equal Treatment

We welcome pupils from all ethnic groups, backgrounds and religions. 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 Pupils of Determination and Extra Learning Provision

The College requests disclosure of any known learning difference which may impede a pupil's ability to take full advantage of the education provided at the College. Applicants should share any medical or educational reports for prior consideration. These will be immediately passed to the Director 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.

When a learning difference becomes apparent after registration, the College will consult parents about reasonable adjustments that may enable the pupil to successfully continue their education. Parental consent to screen for learning differences is obtained at point of application or identification of a need. Parents will be made aware that additional fees may be applicable for the provision of extra support and such fees may not exceed 50% of the approved College tuition fees for other pupils.

Brighton College is committed to inclusive education and helping every pupil fulfil their academic potential. We treat all applications equally, admitting pupils with a range of abilities and educational needs.



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Pupils will not be refused on the basis of learning differences as we believe that pupils with Additional Learning Needs (ALN), Special Educational Needs (SEN), People of Determination (PoD), English as an additional Language (EAL) needs and those who are exceptionally Able, Gifted and Talented (AGT) have the right to quality education in an inclusive setting. Admission priority will be given to pupils who have siblings already enrolled at Brighton College Abu Dhabi.

An assessment will be made on entry to the College, to ensure that new pupils have the potential to meet academic standards and that the College has suitable structures to cater for their educational needs. Additional assessments may be set where there is doubt over a prospective pupil's ability to achieve the College's typical academic standards.

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.

The College will look for positive ways to overcome difficulties and if the child is of suitable academic standard and there is a space in the year group, the case will be discussed in school and with parents. Prospective pupils may be invited in for a taster day to ascertain the ease with which they can effectively be included in a mainstream environment.

2.3 Inclusion Admissions

Pupils who enter The College with a diagnosed need or identified need will automatically be added to the Inclusion register and support will be offered according to the level of need. The College will assess level and verify all documentation upon entry to ensure pupil is placed correctly.

Pupils with learning differences either Additional Learning Needs (ALN) or People of Determination (PoD) are assessed on the basis of their commitment to fulfilling their academic potential and developing as a well-rounded member of the College. When necessary, the Inclusion team are called upon to make sure we have the support in place required to meet the pupil's needs and that the College has suitable structures to help the pupil reach their full potential.

Additional assessments may be administered by the Inclusion team with the permission of parents where there is doubt over a prospective pupil's ability to access the academic curriculum without specialised support. The College will look for creative routes to removing barriers to learning and positive steps to overcome difficulties.



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2.4 Admissions with the support of Individual Learning Assistants

Where individual support is required on a daily basis throughout the school day, the College will partner with parents to recruit a suitably qualified Individual Learning Assistant (ILSA). Recruitment will be a joint venture between the Inclusion Department and parents, but all Individual Assistants will be fully line-managed and supervised by the Head of Inclusion or SENCO and the relevant class teachers. Brighton College staff remain accountable for professional service delivery and the pupil will continue to receive expert Inclusion intervention from the College despite the introduction of a parent-employed Individual Learning Support Assistant (ILSA.) Class Teachers will remain responsible for differentiation and planning the support offered by the Individual Learning Assistant.

2.5 Alternative Routes to Education

All admissions will be made on an individual basis in the best interests of the pupil and family. Should a proposed placement support package be insufficient to meet the pupil's needs as a result of limited resources or curriculum adaptability to meet severe or profound needs, every effort will be made to suggest alternatives and guide the family towards suitable alternatives or alternative curriculum pathways.

The College welcomes applications from Pupils of Determination and those with additional educational needs and will make reasonable adjustments to comply with the legal requirements of the UAE in order to accommodate the needs of applicants who have learning differences. The College gives first consideration to Pupils of Determination and their siblings.

3. Practice and Procedure

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.



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3.2 Entry Assessments

Pupils entering Pre-Prep (FS1, FS2, Year 1 and Year 2) will be invited to meet with the Head of Pre-Prep and year-group teachers in a classroom environment. In addition to the meeting, parents are required to submit recent nursery/school report and work samples.

For pupils entering the Early Years this is not a formal assessment but an opportunity for the College staff to meet with the child. For pupils applying for entry into Year 1 and Year 2, as well as a pastoral focus there will also be an opportunity for the child to demonstrate their skills in reading, writing and mathematics.

For Year 3 to Year 6 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 are required to complete verbal and non-verbal reasoning, quantitative skills, and spatial assessments; as well as a comprehension and creative writing task. An interview with the Head of Senior School or member of the Senior Team will also take place. The interview will 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.

Applications for the Sixth Form will be based on a combination of verbal, non-verbal, quantitative and spatial ability reasoning skills assessments; a meeting with the Head of 6th Form; character references/predicted IGCSE grades; and copies of assessed mock Mathematics and analytical IGCSE papers. From the initial entry assessment, pupils will be benchmarked against international standards.

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 Director of Inclusion.

3.3 Assessing Overseas Candidates

For FS1 pupils, admission is based on the pupil's communication skills, personal, social and emotional development which is determined from current nursery reports and video submissions. For FS2 Year 1 and Year 2 pupils, confidential reports, photographs and current samples of work and video submissions form the basis of the assessment process. Admission into Year 3 and above requires the sitting and invigilating of an online assessment, normally in an educational establishment in the country of residence. This usually takes place at the pupil's current school. Samples of the pupil's English, mathematics and science within the current half term are also obtained. The College may require an additional confidential report and will be requested by Brighton's Admissions Team. An online interview is also conducted.



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3.4 Character Reference

We will, as due course, request a character reference from each pupil's current school. The Head Teacher 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 Candidate 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. Parental Guide for School Admissions. 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 (American, IB or Australian system) 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 Abu Dhabi Department for Education and Knowledge (ADEK) 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 at 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 recorded on the Admissions Data Sheet, approved and signed by the Admissions Manager / Head Master.

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



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- 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, behaviour issues 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 Time frame for admissions decisions

Prospective parents can expect to receive a final decision from the Admissions Office in writing within five working days of the final assessment / confidential report / samples of work. Where an application falls outside of this time frame, the reasons for the delay will be recorded on iSAMS which will be approved by Admissions Manager.

Where a decision is likely to be delayed due to staff holiday / sickness, prospective parents will be immediately notified. In all cases, copy correspondence will be retained on the data system.

3.12 Preference

Preference will be given to:

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



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4. Assessment and Record Keeping

A brief report, prepared by the Head of the relevant School /Deputy Head/Class Teacher, is forwarded to the Admissions Manager who discusses this in detail with the Head of the relevant School before a decision is made.

Where a learning need or disability has been disclosed on the application form, the Admissions Manager and Director of Inclusion will meet with the parents and child to discuss the child's individual needs and how Brighton College Abu Dhabi can meet those needs. See Brighton College Abu Dhabi Inclusion Policy for further details. The decision to invite the pupil for the online GL assessment is made through the collaborative agreement of the Admissions Manager, The Director of Inclusion, Parents and Heads of School. In conjunction with the Heads of School, the Admissions Manager discusses the acceptance of each child on an individual basis. 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 Assessment dates and times are updated in iSAMS by the Admissions Team each time the file is actioned.

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 must respond with an 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 College
Scott Carnochan, Head Master

On behalf of Governors:



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Change History Record

Version No.	Description of Change	Owner	Date of Issue
2.0	Reviewed and updated	Head Mistress	June 2013
3.0	Reviewed and updated	Head Mistress	November 2014
4.0	Reviewed and updated	Head Mistress	October 2015
5.0	Reviewed and updated	Head Mistress	October 2016
6.0	Reviewed and updated	Deputy Head	June 2017
7.0	Update following ADEK policy review	Head Mistress	September 2022
8.0	Reviewed and updated	Head Master	January 2024

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi 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:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- 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.

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Policy Development

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