BRIGHTON COLLEGE
ABU DHABI

Admissions Policy

Date
August 2026

Version 10

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 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.

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.

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, 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 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. Pupils with additional learning needs may be required to undertake a specific assessment as determined by the Head of Inclusion.

Some pupils may receive a conditional offer, where the conditions of the offer must be met for the pupil to secure and maintain their place at the College.

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 upon re-enrolment.

Where individual support is required daily throughout the school day, the College will partner with parents to recruit a suitably qualified Individual Learning Assistant. 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. Parents will be made aware that additional fees may be applicable for the provision of extra support.

The Inclusion Department will advise as to whether the College has capacity to accommodate individual needs. Our priority is to ensure that every pupil can access and thrive within the BCAD curriculum, keeping pace with daily learning in the classroom, with provided support. Where the College cannot sufficiently meet the pupil's needs following the admissions assessment, the criteria and rationale will be clearly described through the completion of ADEK's non-admission notification procedure. Alternative educational and therapeutic provisions will be recommended.

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.

Please refer to the Inclusion Policy which provides further information on admissions for pupils who require additional learning support.

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.

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.

3.2 Entry Appointments

Pupils applying for entry into Pre-Prep (FS1, FS2, Year 1, and Year 2) are invited to attend an introductory meeting with the Head of Pre-Prep and the relevant year-group teachers in a classroom setting. This meeting provides an opportunity for staff to engage with the child in a familiar and welcoming environment. Parents are required to submit recent nursery or school reports, if yet attended, to support the admissions process. For **Early Years applicants (FS1 and FS2)**, the entry experience is informal and designed to be child friendly. For children to join the College, the expectation is that they will be toilet-trained before their first day of school.

For pupils applying to **Year 1 and Year 2**, the entry process includes both pastoral and academic components. In addition to social and emotional observations, children will be given the opportunity to demonstrate foundational skills in reading, writing and mathematics, allowing staff to better understand their current learning level.

For **Year 3 to Year 6**, pupils are required to complete age-relevant CAT4 as well as a comprehension and creative writing task. In addition to the assessment, parents are required to submit recent school reports and additional school documents if required. Also, an interview with the Head of School will be arranged.

For **Years 7 to 11**, pupils are required to complete age-relevant CAT4 and creative writing task. An interview with the Head of Senior School or member of the Senior Team will also take place.

Applications for the **Sixth Form** will be based on a combination of CAT4 assessment, 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. An interview with the Head of Senior School may also be arranged.

3.3 Entry Appointments for Overseas Candidates

FS1 and FS2 applicants, admission is based on the child's communication skills, and personal, social and emotional development. These are evaluated through current nursery reports and submitted video recordings, which provide insight into the child's readiness for school.
Year 1 and Year 2 applicants, a friendly, informal one-to-one online meeting is conducted with the relevant Head of Year. During this session, the child is introduced to basic academic concepts such as reading, phonics, addition and subtraction. The meeting also allows for an assessment of the child's communication skills and personal, social and emotional development.
Year 3 to Year 13 applicants, admission requires the completion of an online assessment, which includes verbal and non-verbal reasoning tasks, quantitative skills, spatial awareness exercises, reading and writing tasks, and an interview with the Head of Year or Head of School. These assessments are typically conducted at the applicant's current school or, with parental consent, at home in a quiet room with an open camera and full audio enabled to ensure proper online invigilation.

3.4 Character Reference

We will, as part of the assessment and selection procedure, request a character reference from each pupil's current school, by email. 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. A satisfactory character reference is a requirement of being offered a place at the College.

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 Regulatory requirements. 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. However, there may occasionally be times when, in consultation with parents, it is in the child's best interests to place them in a different chronological age group from their peers.

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 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, 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. This will be outlined in the offer letter.

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
- Birth Certificate
- Residence Visas
- Emirates Identity Cards
- Most recent School Report
- Most recent Inclusion Specialist Report if applicable
- Parent & Family contact and home details
- Medical Form
- Transfer Certificate from prior school
- Documented Learning Plan (if applicable)
- Clinical Assessment (if applicable)
- ADEK Undertaking – required if pupil awaiting EID
- Other Documents (reserve the right to ask for any other documents)

The above documents are also required for the ADEK Enterprise Student Information System (eSIS) registration, required for all private schools in Abu Dhabi, which is mandatory. All new registered families receive the minimum of three reminders and user guide on how to complete eSIS registration between the first day of school and x2 weeks after the first day of school. Our ADEK Liaison also sends reminders to families and documents each follow-up attempt, and the Admissions team provides a preparation day each term for families to attend in person to complete this registration.

3.11 Timeframe for Admissions and Offer Decisions

Prospective parents can expect to receive a final decision from the Admissions department in writing within one working week of the final assessment. Where the College is awaiting a reference from the current school, an offer will be made, but it will be conditional upon receipt of the character reference. Where concerns arise from a school reference, the College reserves the right to conduct further review before confirming admission. Decisions will be evidence-based and consistent with ADEK requirements.

In the event of any delay in decision-making due to staff absence (e.g., holiday or illness), prospective parents will be informed.

3.12 Preference

Preference will be given to:

- A pupil whose parent is a current member of our staff
- A pupil who already has (or is about to have) a brother/sister in the College
- A pupil transferring from another Brighton School

3.13 Waiting List

The admissions waiting list accommodates up to twenty applicants and is reviewed and refreshed at the beginning of each academic term.

Places will be offered based on seat availability, application status, educational needs, sibling priority criteria, and the College's ability to meet the pupil's educational requirements.

4. Transition Support and Re-enrolment

For graduating pupils, the College provides individualised transition support to assist with their next educational steps.

This includes guidance for pathways into Higher Education, Technical and Vocational Education and Training (TVET), specialised provision, homeschooling, and other non-mainstream education systems. All support is aligned with the ADEK School Career and University Guidance Policy and the ADEK School Inclusion Policy.

The Admissions team ensures that families receive all relevant school reports and supporting documentation to facilitate a smooth transition to the pupil’s next educational setting.

Provided that all conditions of the initial offer have been met throughout the school year, parents will be invited to re-enrol for the upcoming academic year. This includes compliance with fee payment requirements in accordance with the ADEK School Fee Policy and the adherence to the ADEK Parent/College Contract and the Pupil Behaviour Policy.

Re-enrolment decisions will be made by the College in accordance with ADEK regulations governing student re-registration, based upon expectations in all relevant policies including behaviour, attendance and the adherence to the Parent-College agreement.

Re-enrolment intentions are collected between February and April. To secure a place for the following academic year, families are required to pay a deposit equivalent to 5% of the annual tuition fee. These payments are processed by the Finance Department, typically between May and the end of the school year. All existing fees must be paid in full prior to re-enrolment. Families with outstanding fees will not be able to re-enrol.

To ensure families are well informed, a minimum of three email reminders is sent, with records maintained in the school system. After three reminders have been sent and a parent has not re-enrolled, the College reserves the right to offer the seat to a new applicant.

Should parents wish to withdraw their child, an electronic withdrawal form is provided and must be completed at the earliest opportunity. This allows the Admissions team to allocate the seat to a new applicant and ensures sufficient time to prepare all necessary documentation for the departing pupil. Fees will be charged according to the Early Leavers Policy.

5. Assessment and Record Keeping

The Offer and Decline Letters are prepared through a template, and copies are kept on the system.

6. Monitoring and Review

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

7. Approved by

The Head Master on behalf of the College:

On behalf of the board of Governors:

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

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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
9.0	Reviewed and updated	Admissions Manager	October 2025
10.0	Annual update	Head of Admissions	August 2026

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.

Policy Development

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