



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, 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 steps 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 and additional 50% of the approved College tuition fees.

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

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



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additional Language (EAL) needs and those who are exceptionally Able, Gifted and Talented (AGT) have the right to quality education in an inclusive setting.

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. Admissions offer 1-2-1 tours, weekly open mornings and term weekend open days on a Saturday for prospective parents and current parents.

2.3 Inclusion Admissions

The College welcomes applications from Pupils of Determination and those with additional educational requirements with mild to moderate needs. The college also 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.

At Brighton College Abu Dhabi, all inclusion applications, whether Pupils with learning differences either Additional Learning Needs (ALN) or People of Determination (PoD), are carefully reviewed by our Admissions & Inclusion Team. 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.

On seat availability and following a successful admissions process, we are pleased to welcome children with mild to moderate learning needs. Support requirements may range from differentiated classwork provided by our teachers to the provision of a 1:1 Learning Support Assistant (LSA), arranged by parents and approved by ADEK.

As part of the application process, we require all parents to share their child's most recent school and specialist reports and reference contact where required. These are reviewed by our Director of Inclusion and the schools team to assess how we can best support the child's learning journey, if the applicant was to attend.

A play session will then be arranged, attended by the child, a parent, and a member of our Inclusion Team. Following this session, the team will review their observations and determine whether the College can meet the child's needs effectively. If it is agreed that the child's needs can be supported within our setting, we will be happy to extend a tailored offer letter.



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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.

In circumstances where we are unable to make an offer due to not being able to meet the needs of any students with additional learning needs and ensure they are able to access the curriculum; the school shall submit an inability to accommodate notification to ADEK and the parents.

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

Should our school and Inclusion proposed support 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.

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



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designed to be child-friendly. For children to join the Pre-Prep 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 and prepare appropriate support.

For Year 3 to Year 6 pupils are required to complete age-relevant verbal and non-verbal reasoning, quantitative skills, and spatial task; 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 verbal and non-verbal reasoning, quantitative skills, and spatial task; 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 by entry appointment; 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. Also an interview with the Head of School will be arranged.

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 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



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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.

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 than 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 Retaking Entry Appointment

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-sit will be recorded on the Admissions school system, approved and by Head of School/Year & Admissions Manager.



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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.

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



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to families and documents each follow up attempt and Admission provide a preparation day each term for families to attend in person to complete this registration.

3.11 Time frame for admissions and offer decisions

Upon submission of an online application for admission via the school website, parents will receive an immediate automated response. This communication will include detailed next-step instructions, along with options to schedule either a play-based session appointment or a CAT4 entry appointment, depending on the applicant's age and year group.

for parents to Term 1 offer decisions are released at the end of the term. Term 2 offers decisions are released at the end of the month. Mid-term & term 3 offers decisions are released at the end of the assessment week, typically on a Friday.

In the event of any delay in decision-making due to staff absence (e.g., holiday or illness), prospective parents will be informed promptly. All correspondence related to the admissions process is securely stored within the school's data management system to ensure transparency and record-keeping.

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.
- Pupil's transferring from other Brighton Schools
- A pupil with a particular skill, talent or aptitude

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. When a seat becomes available in a class, the Admissions and Academic teams collaboratively assess the learning environment and determine which applicant on the waiting list is best suited to join. This decision is based on academic readiness, social integration, and emotional compatibility with the existing cohort. Families are informed transparently when their child's application is placed on the waiting list. The communication includes a clear explanation of the selection criteria and the likelihood of a seat becoming available during that term, enabling families to make informed decisions regarding their educational options.



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4. Transition Support & Promotion

Upon admission, the Academic and Admissions teams assess each new pupil's academic, social, and emotional development through entry appointments. This enables teachers to prepare appropriate learning materials in advance of the pupil's first day, ensuring a smooth and supportive transition into the classroom.

To further facilitate integration, each new pupil is assigned a class "buddy" who helps them acclimate to the new environment, fostering a sense of belonging and peer support from day one.

Where additional or inclusion support is required, the Academic and Inclusion teams collaborate to identify the specific lessons and areas where assistance is needed. A tailored support plan is developed and implemented upon entry, ensuring that every pupil receives the necessary resources and guidance to thrive.

At the start of the academic year, the College offers orientation "taster" days for pupils entering FS2 and Year 13. FS1 pupils participate in weekly one-hour sessions designed to help them gradually familiarise themselves with the Pre-Prep environment and routines.

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.

The College automatically re-enrols existing students for the upcoming academic year, provided that all conditions of the initial offer have been met throughout the school year. This includes compliance with fee payment requirements in accordance with the ADEK School Fee Policy, with the stipulated timeframe. 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.

To ensure families are well-informed, a minimum of three email reminders are sent, with records maintained in the school system.

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.



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5. Assessment and Record Keeping

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.

6. Monitoring and Review

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

7. Approved by

Head Master on behalf of the College:

On behalf of the 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
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



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9.0	Reviewed and updated	Admissions Manager	October 2025
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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.