



Ranches Primary School Admissions Policy

- This is a Whole-School policy
- It should be read in conjunction with the Inclusion policy

Purpose

Ranches Primary School (RPS) provides a nurturing co-educational environment for students aged 3 to 11. Our curriculum is designed to cultivate both knowledge and essential skills, aligned with the English National Curriculum.

We pride ourselves on our track record of preparing children for seamless transitions to Dubai's top-tier secondary schools, an achievement attributable to our holistic approach to education. At RPS, well-being is not just an add-on, but a vital component of our ethos, and we infuse every aspect of school life with an emphasis on nurturing happy, healthy learners.

Prospective parents are encouraged to schedule an appointment with our Admissions Team to discuss their child's educational needs. Each application is reviewed individually, taking into account academic readiness, behavior, and any additional learning requirements. Applicants are required to participate in an age-appropriate assessment as part of the evaluation process.

RPS caters to the learning, social, emotional and behavioral needs of our students. Our admissions criteria are designed to be transparent, fair, and accessible to ensure consistency in our enrolment process.

We aim to facilitate a smooth and transparent admissions experience for both prospective students and parents, ensuring clarity and fairness in offering places based on availability and adherence to our admissions standards.

As we continue to expand, our vision includes fostering a nurturing environment that prepares students for future academic and personal success.

The school will comply with its legal and moral responsibilities under UAE law, in order to accommodate the needs of applicants.

The school is committed to making its admissions procedures accessible to students who experience SEND. For this reason, the School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure, so that it can make adjustments to its standard admissions procedures to accommodate applicants who experience SEND and that the School can cater adequately for the student should an offer of a place be made.

The KHDA

Ranches Primary School, Arabian Ranches 2, Dubai, UAE P.O. Box 644818

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www.rpsdubai.com



The Knowledge and Human Development Authority (KHDA) is the educational quality assurance and regulatory authority of the Government of Dubai. The KHDA regulates private schools in Dubai.

There are certain requirements that must be met by both parents and the school to enable your child to attend RPS.

The KHDA provides a Parental Guide for School Admissions on their website <https://www.khda.gov.ae/>, which provides essential information for parents.

Admissions Criteria

The school's admissions criteria are that:

- The student can function in a mainstream class with appropriate support. Specific learning difficulties and disabilities may not prevent students from joining the school, provided all information and documentation are shared with the school prior to assessment, and the school is satisfied that it can fully meet the child's needs. The school is able to modify the curriculum to a degree to enable all students to achieve.
- The student has sufficient English language skills appropriate to their age to participate fully.
- The student shows a clear and visible match with the ethos of the school.

Equal treatment

RPS encourages all its students to respect and serve other people regardless of ethnic origin, culture, gender, linguistic background, particular educational need, religion, or disability. RPS welcomes applications from all children and understands that some children require additional support or different access arrangements.

The school is committed to the following: (in line with the Dubai Inclusive Education Policy Framework): [The Dubai Inclusive Education Policy Framework \(2017\)](#)

Admissions assessments for students of determination will be overseen by the Head of Inclusion, working with the Admissions Manager and members of the Senior Team. In line with the document '[Implementing Inclusive Education: A Guide for Schools \(January 2019\)](#)', if a student has 'profound and multiple needs that cannot be reasonably met by the school,' advice and support will be given to parents regarding suitable special needs centres and centres for Students of Determination.

Each student will be considered on a case-by-case basis. The Admissions Team will seek the advice of the Inclusion Team to carry out an assessment of educational needs upon entry to the school. The Inclusion Team will use the information gained from the assessment on entry and identification procedures to determine the type and level of support appropriate for each student.

RPS will comply with its legal and moral responsibilities under UAE law, in order to accommodate the needs of applicants.

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The school's admission policy adheres to the stipulations of the **UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai** (especially Article 4 Clause 14; Article 13, clause, 16 Article 23 Clause 4) – summarised as follows:

- **Article 4 Clause 14:** To establish the conditions, rules, and standards required to facilitate the enrolment and integration of students with disabilities in Private Schools.
- **Article 13 Clause 16:** To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of students with disabilities.
- **Article 23 Clause 4:** To provide a special needs friendly environment and academic programmes appropriate for students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

The school is committed to:

Promoting a culture within the school which actively discourages discrimination based on ethnic origin, gender, disability, or religion.

Providing a curriculum which emphasises positive aspects of, and contributions to, a healthy and tolerant lifestyle regardless of culture or gender.

Within the constraints of existing buildings and location, they are ensuring that disabled members of the school community are not unreasonably disadvantaged.

Preventing instances of discrimination on the grounds of ethnic origin, religion, or disability and to take appropriate action.

RPS encourages and supports all students, including those enrolled and identified as having additional and/or Able Gifted and Talented, EAL (English as an Additional Language), ELL (English language learners) and both National and International Students to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.

We intend to create a harmonious and inclusive learning community where students can thrive socially, emotionally, and academically.

RPS considers several factors when considering enrolment applications to support the facilitation of a natural student population, our commitment to inclusion and the optimal provision of support for all students.

EAL and ELL Admissions (GLP Admissions – Gifted Linguistic Program)

Additional languages regularly spoken by students should be brought to the school's attention during the admission process.

Additional assessment may be undertaken at the admissions stage so that the appropriate level of support can be put in place. Students are required to have sufficient English to be able to complete

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the assessment without the need for translation. As such, entrance assessments will be prepared, considering the child's level of English. Additional support may be required to support the transition of the student into the school and the development of English language skills.

Applications from Schools teaching a different curriculum.

RPS welcomes applicants who have been learning within a different curriculum.

KHDA requirements may mean that parents are required to sign a demotion certificate in order to join the school in a different Year Group

Age and Cut-off for Year of Entry

The school uses the student's age by the cut-off date 31st August, in accordance with the current KHDA guidelines and follows the last year group the student has completed to promote them to the next year. The last year group completed takes priority over age with regard to the student's promotion to the next year group, however, all students are assessed to ensure they are ready to enter the next year group. The student must be of the appropriate age to join the year group on or before the 31st of August and show they are school ready for the year group they are applying to in their assessment. The 31st of August is an age cutoff date that is practiced in a number of northern hemisphere countries, UK and Dubai. In the case of an application for a student to enter a lower year group than their age appropriate year group due to various reasons agreed by the school and the parents, the school will request a demotion from the KHDA once the student is enrolled to confirm that the parents agree for the student to enter a lower year group associated with 31st August cut-off. This is not common practice, but sometimes a necessity agreed between school and parents.

There may, however, be other considerations that could impact whether a student is placed in their age-appropriate year group.

This could include:

- a) When it may be in the best interest of the student to be in a year group below age expectations. This will only be completed with express permission of the parent, KHDA, and in collaboration with the Head of Inclusion, Head of School, and Principal
- b) The cut-off date in the student's country of origin (the school aims to avoid situations in which the student will be penalised on return to their home country, where possible)
- c) The student's successful completion of the equivalent grade elsewhere
- d) A transcript or report cards from the previous year demonstrating exceptional academic performance and social skills

The following shows the correct age and year for a student to join and the equivalent grade comparison chart;

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Age on 31st August

Age on 31st August	Year Groups of Students in 13 Year System British	Years of Students in 12 Year System
3	FS 1	Pre KG
4	FS 2	KG 1
5	Year 1	KG 2
6	Year 2	Year 1
7	Year 3	Year 2
8	Year 4	Year 3
9	Year 5	Year 4
10	Year 6	Year 5

Admissions Process

Enquiries are welcome at any time.

The admissions process has 3 stages: application, assessment, and acceptance.

Application

Before being considered for a place at the school, an applicant's parent, or guardian must complete the online application form and pay the non-refundable application fee of AED525

All applicants will be considered in the same way.

The school will hold and process information about candidates and their parents to decide on the student's offer.

Assessment

The school aims to provide a happy, purposeful environment for students, and we try to demonstrate this on assessment days either on campus or online by putting children at ease and making it as pleasant an experience as possible.

The application process starts when the application, together with last year's school reports, are submitted to the Admissions department for review.

Invitations for a formal entrance assessment and interviews with senior members of the academic team, including the Heads of Inclusion (where applicable), are sent to the applicant.

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Students applying for the Early Years Foundation Stage (EYFS) are warmly invited to participate in a play date with their parent or carer. This informal session is designed to focus on school readiness while providing an opportunity for our academic team to engage with both the student and their parents. During this play date, we aim to understand the unique strengths and needs of each child, fostering a welcoming environment that lays the foundation for a positive school experience.

Parents will be contacted by phone/email for follow up on documents and to schedule assessments.

Documents required upon submission of application:

- Passport copies for parent and child
- Birth Certificate in English or Arabic
- Emirates ID copies for parent and child (front and back)
- Health Medical Insurance for child (front and back)
- Last 2 year's school reports in English
- Latest specialist reports if applying for SEND
- Child's printed ID passport sized photograph
- Transfer Certificate
- KHDA Transfer Certificate for children transferring from a school within Dubai
- Attested Transfer Certificate for children transferring from a school overseas

Early Years and Primary Assessment Process (FS1 and FS2)

FS1 and FS2 applicants are also assessed for school readiness. They **must** be toilet trained and have a level of independence.

Years 1 - 6

Participation in the entrance test in English and mathematics covering topics from the British curriculum

Face to face interview, if required, with the Academic Co-ordinator / School Principal / or other designated school staff who will identify age appropriateness for the year level to which admission is sought. This ensures we can evaluate the level of resources required to best meet the needs of our students and ensure that their education does not become diluted. In some instances, this may require further meetings if additional levels of support, not currently within the school, are required.

Following assessment, the school management will decide upon whether a place is to be offered or not, based upon all of the information from assessment and provided in the application.

The decision taken by the school is final, and all admissions follow the guidelines and regulations set by the KHDA.

Application For Children with SEND Requirement

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If a child is identified as having SEND requirements from previous records or the application form, the Head of Inclusion will be notified, and student records will be reviewed to assess their needs. A 1:1 assessment with Inclusion at the school or in the student current setting where appropriate.

The Inclusion Team will be looking to ascertain that the school can meet the child's needs in the mainstream learning environment before offering a place.

Where we feel the child's need would be better met through a therapy-based curriculum and we are unable to meet the child's needs, we must offer parents face to face feedback and advice moving forward.

Students of determination

The school is to make itself as accessible as possible to Students of Determination within the constraints of access to buildings, etc., but it is important that the school is advised of the nature of any disability before the child comes to an assessment.

On the assessment day, a special examination room can be set up if required.

Parents are asked to send in a copy of the most up-to-date medical, specialist/therapist, or psychologist's report before the day of the assessment.

The school can provide large print assessment papers if parents notify the school at the application stage.

For some Students of Determination (those with a very high level of need where continuous support throughout the school day is required, above and beyond that of the standard school service), the school may stipulate that the student needs a 1:1 Learning Support Assistant as part of their conditional offer. If this is the case, the school will actively seek a 1:1 LSA whose skillset compliments the needs of the student; this will be funded by the parents and the school will not make a profit on this additional fee

Offer

Offer of place is at the discretion of the school based on the assessment results and recommendation.

If the application is successful and a place is available, an offer letter will be issued along with joining information. The offer remains valid for a period of 5 days otherwise 48 hours at the time of receiving huge volume of applications. To secure the place, a non-refundable deposit of 10% of the full year's tuition fee must be paid during the offer validity time. Your first term's fees will be reduced by this amount.

Parents must return the signed Offer Letter forms including the medical forms along with all the required documents (if not submitted already at the time of application) to complete the child's file.

Priority

Places are offered on the following priority basis:

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- Cognita Teaching and Cognita Schools executive staff children
- Siblings of students currently attending the school
- UAE Nationals
- Siblings of students of determination
- Applications from within Cognita schools
- Students on the waiting pool
- All other applications

Should a place not be available, parents can roll the application over to the following academic year.

Acceptance

Acceptance may be either conditional or unconditional.

In some circumstances, there may be conditional acceptance, which means that the Student is accepted, subject to some additional criteria being met within an agreed timeframe. This will be clearly documented in the admissions offer letter.

In order to confirm the Student's place, parents must meet the requirements of the KHDA, including submitting all registration documents required by the KHDA and UAE authorities.

Enrolment

Class Allocation

The Head of Year, alongside the Head of Phase, will allocate the class to maintain the balance within the year group for gender, nationality, religion, first language and skills and capabilities of the child.

Waiting Pool (Policy)

Should the school not have capacity for children, they can be added to a Waiting Pool should a place occur.

Being placed on our wait pool is not a guarantee of eventual admission, but it does signify that we see great potential in the student. We review our wait pool regularly.

To be added to the Waiting Pool, parents must complete the online application and submit all the required documents as listed above for application.

All enquiries and applications received, unable to be offered a place due to capacity or support requirement, would still be assessed, and the parents will be informed of availability.

Joining the School

We aim to make the transition to RPS as smooth as possible for both students and parents.

When joining at the start of the academic year, the new student and their parents are invited to meet key staff members.

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Information about school uniform, rules and regulations, co-curricular activities, etc. is provided in plenty of time.

For students joining at other times of the year, a personalised programme is arranged through the Admissions Department.

Notice of Leaving the School

Wherever possible, RPS requires one terms notice that a child is leaving. The school is aligned with KHDA policy regarding tuition fee charges. When tuition fees remain unpaid, children are not entitled to receive a Transfer Certificate or their final school reports until fees have been paid in full.

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