



Safa British School

Unlocking the Potential of Every Child

Individuality – Community - Excellence

Admissions Policy 2024 - 2025

Whole School

Approved/reviewed by	
Registrar and Director of Inclusion	
Date of review	August 2024
Date of next review	August 2025

ADMISSIONS PROCESS

At Safa British School, our assessments take into consideration the whole child. We observe communication skills, social development, behaviour, attitude, manners, and physical development – both large and small motor control and academic levels. We are also interested in specific talents in any field – musical, sporting or artistic, as well as academic.

Assessments for Foundation 1 and Foundation 2 are based primarily on observation of the child at play, engaging her/him in conversation. We observe children at play looking at physical development and body awareness.

Assessments for Year 1 to 3 involve basic mathematics, reading and writing. The child is also asked to tell the assessor about him/herself and to engage in general conversation appropriate to his/her age. Any documents such as previous reports, awards, or other indications of a special interest or talent will be welcomed by the assessor to assist in forming a more complete picture of your child.

For assessments in Year 4 to 10, a CAT4 assessment will be used unless a recent complete CAT4 report can be provided by parents. We do not take applications for year 11 or 13.

For Year 12 and 13: A Level/Combined BTEC and A Level Entry Requirements:

Students must have a total of six 9-5 (I)GCSE Grades and have a minimum of a grade 6 in the subjects chosen at A Level. Certain subjects require a higher minimum grade, details can be found in the Key Stage 5 information booklet. Examples include:

- Mathematics requires a minimum of a Grade 7 at GCSE or iGCSE.
- Biology, Chemistry and Physics requires a minimum of a Grade 7 at GCSE or iGCSE.
- English Literature requires a minimum of a Grade 7 at GCSE or iGCSE.
- Language applicants must meet with departmental staff before commencing the course.

BTEC National Diploma/Award Pathway Entry Requirements:

Students must have a total of four 9-5 Grades at (I)GCSE Level, including Mathematics and English Language. Entry onto BTEC is at the discretion of the Head of Sixth Form. Progression on to Year 13 courses is subject to a student achieving a minimum of a D Grade in the Internal Assessments and attendance being in line with KHDA requirements.

We take our time to allow us to get to know your child and assessments will normally take 20-90 minutes, depending on your child's age. All assessments are conducted either individually or in the form of a small group to ensure that it is a relaxed, stress-free experience.

All assessment documents, results and assessor's comments remain the property of Safa British School. After the assessment, you will be contacted within a week by the Registrar who will inform you whether Safa British School is able to offer a place. Once offered, parents are requested to pay the security deposit within 7 day, as per KHDA guidelines.

Safa British School admits pupils in line with the Dubai Ministry regulations and the Safa British School admission policy.

Enquiries regarding the school can be made via the online enquiry form which can be accessed via this website or by contacting the school directly. The Registrar is available to answer any individual queries regarding admissions.

The Registrar will be able to assist parents with the completion of all paperwork concerning registration.

Safa British School's admissions policy considers all children. Families are welcome to apply to Safa British School regardless of nationality, ethnicity, gender or religion. Safa British School is a truly inclusive, British Curriculum school.

When considering placing a child within Safa British School we consider the information provided by the child, parents, evidence from the previous school (school reports), the assessment and any other information that has been provided.

All applications should be made online via our website – <https://www.safabritishschool.com/admissions/enrol-online/>

Documents required for registration are as follows:

- A copy of your child's passport plus UAE entry stamp and/or residency page;
- A copy of Emirates ID for child and both parents
- A recent passport photograph
- Copies of your child's last 2 school reports for all children entering Year 1 and above
- Transfer certificate
- Full details of any special educational needs, Personal Learning Plan (PLPs) and any Educational Psychologist's or other therapist reports available. It is essential that all educational history is presented to Safa British School prior to a place being offered
- A copy of your child's birth certificate (residents of some countries must produce an attested copy)
- Full details of all vaccinations and immunizations for your child
- Registration fee of AED 500 (non-refundable)

Please note that application does not guarantee your child a place. Applicants to Safa British School are advised to regularly contact the Registrar to discuss the status of their application.

Receiving an offer of a place at the primary stage of Safa British School, will give you priority placement for the secondary phase of Safa British School.

Transfer Certificate

Every student is required by the UAE Ministry of Education Law to produce a transfer certificate from their last school. This is strictly enforced and failure to produce a properly completed certificate, or a legally binding undertaking to produce all the necessary documentation, will result in your child's place being withdrawn. Please discuss your child's transfer certificate requirements with the Registrar as your country of origin and last school is taken into consideration.

The Certificate must be on official school letterhead and must contain the following information:

- Full name of the child
- Date of enrolment in the school
- Child's date of birth
- Date the child left the school
- Grade / Class on leaving the school
- School stamp and signature of the Principal
- Curriculum used

NB: Children coming from countries other than United States, Australia, Canada, Europe and New Zealand should have the original Transfer Certificate (TC) attested by:

- Ministry of Education (from country of TC origin)
- Ministry of Foreign Affairs (from the country of TC origin)
- UAE Embassy (from the country of TC origin)

Students of Determination

We are aligned with H.H. Sheikh Mohammed bin Rashid Al Maktoum's vision for 2021, striving to create an inclusive, barrier-free, rights-based society in the UAE. At Safa British School, we are committed to supporting the success of all students, including those of determination.

In accordance with The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai, our Admissions Policy ensures the enrollment of students of determination (Article 4:14). We adhere to the KHDA's regulations regarding the admission, enrollment, and transfer of students with SEND (Article 13:7).

Guided by the Dubai Inclusive Education Framework (2017), our approach is founded on key principles:

- Equal access to education within a 'common learning environment'
- Proactively removing barriers to learning
- Recognising and valuing diversity and the unique potential of each child
- Adapting teaching methods and curricula to give all students equal opportunities to succeed
- Rejecting ability labelling and discrimination

As a fully inclusive school, we treat all students equitably and do not discriminate based on special educational needs or disabilities, in line with Article 13:16 of The Executive Council Resolution No. (2) of 2017.

Safa British School welcomes students of determination and ensures that no student is refused admission solely due to their experience of SEND. We honor parental choice of school while

maintaining sibling priority, including for students with SEND.

Our identification process also includes recognising gifted students and those with additional needs, ensuring that our educational approach challenges and supports every learner.

Individualised Assessment

Early identification of need is crucial to the success of our students. The first stage on the continuum of provision is the initial 'Assessment of Educational Need'. This process is in place not to label young learners, rather to empower parents, students and teachers to effectively plan for individualised education.

To correctly identify additional needs on entry, the Director of Inclusion will complete a modified assessment procedure. This process is individualised according to need, it may include:

- Further observations in the: school, nursery, special needs centre or home setting
- Standardised screening tools for the identification of Specific Learning Difficulties
- Collaboration with: centres for special needs, external therapists or Education Psychologists.
- Modified assessment entry papers (Translated/adjusted readability)
- Pupil centered parent meetings to discuss alternative curricular pathways and adaption
- Collaboration with previous: school, setting or centre to ensure a smooth transition

The outcome of this assessment will:

- Identify additional support needs
- Determine the correct 'Wave/Level of Provision'
- Highlight requirements for curricular modification or adaptation
- Establish a transition plan

In accordance with The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai (Article 13:19), we aim to provide all supplies that KHDA deems necessary required for conducting the educational activity required by Students with disabilities.

Where a child is identified as requiring additional support at the cost to the parent, it will be reasonable and reflect the true cost of the service. With provision of a clear rationale for any additional cost to ensure value. Value will be judged upon the standard of the service and the progress of the child.

To ensure smooth transition into school we endeavor to collaborate with both parents and early intervention centres. We utilise the skills and knowledge that early intervention centres maintain, to guide us in ensuring effective provision for our SEND learners.

As per the Dubai School Inspection Framework guidance (5.1.4) we endeavor to adapt our premises to meet the needs of a range of learners. Our provision is continuously reviewed to meet the varied needs of our students.

Please refer to our Inclusive Education Policy for further information on inclusion and our 'Graduated Waves of Provision Model' at Safa British School.