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Admissions Policy – Premium Schools

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1. Purpose

a. The Premium Schools of Taaleem Holdings P.J.S.C. (hereafter referred to as "Taaleem" or the "Company") aim to provide high-quality education to students of all nationalities, aged 6 months to 18 years old, and embrace inclusion and diversity by welcoming students from all segments of society including those with special educational needs.

b. Taaleem's Premium Schools offer multiple internationally recognised curriculum pathways, including the International Baccalaureate (IB), UK Curriculum, and US Curriculum, each designed to meet the diverse needs of the student community while promoting academic excellence and global citizenship within the international context of the United Arab Emirates (UAE).

c. The IB programmes are grounded in a strong ethos of inclusivity, encouraging students of all backgrounds to learn and grow collaboratively. The UK Curriculum provides a structured and rigorous academic framework aligned with the English National Curriculum and the Early Years Foundation Stage, ensuring clear progression in knowledge and skills. The US Curriculum, based on the New York State Education Department (NYSED), offers a dynamic and comprehensive programme culminating in a US High School Diploma that meets UAE requirements. This pathway is designed to challenge and inspire students of all abilities, fostering a passion for learning alongside the development of core values such as future readiness, trust, empathy, collaboration, tolerance, cultural preservation, and academic excellence. Across all curricula, the Schools' ethos promotes international-mindedness, respect, and understanding, ensuring students develop into responsible global citizens who value diversity and contribute positively to society.

d. Across all curriculum pathways, the schools promote inclusion, wellbeing, international mindedness, mutual respect, and responsible global citizenship within the cultural context of the United Arab Emirates (UAE).

e. The schools are committed to inclusion and diversity and welcome students from all segments of society, including students of determination and students requiring additional learning or language support. The schools recognise the value of inclusive education in enabling students of different backgrounds, abilities and experiences to learn and grow together within a supportive community.

f. The aim of the Admissions Policy is to inform prospective parents about the admission criteria and process, ensuring fairness and equity throughout the procedure.

2. Scope

The Schools within the Premium Group are as follows:

Sl. No	School Name	Curriculum	Emirate
1	Greenfield International School	IB Curriculum	Dubai
2	Jumeira Baccalaureate School	IB Curriculum	Dubai
3	Raha International School, Gardens Campus	IB Curriculum	Abu Dhabi
4	Raha International School, Khalifa City Campus	IB Curriculum	Abu Dhabi

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5	Uptown International School	IB Curriculum	Dubai
6	Dubai British School Jumeirah Park Foundation	UK Curriculum	Dubai
7	Dubai British School Jumeirah Park	UK Curriculum	Dubai
8	Dubai British School Jumeirah Islands	UK Curriculum	Dubai
9	Dubai British School Emirates Hills	UK Curriculum	Dubai
10	Dubai British School Mira	UK Curriculum	Dubai
11	Dubai British School Jumeira	UK Curriculum	Dubai
12	Jebel Ali School	UK Curriculum	Dubai
13	American Academy for Girls	US Curriculum	Dubai

3. Policy Statement

a. Taaleem Premium Schools seek to enrol students who demonstrate the potential to thrive within a high-quality, inclusive, and academically ambitious environment. Across all curricula pathways, we value students who are curious, reflective, engaged in their learning, and willing to contribute positively to School life. The admissions process is designed to ensure a strong alignment between the student, family, and the School's ethos, for the benefit of all stakeholders.

b. We recognise the critical role of parents as partners in education and expect families to actively support their child's academic, personal, social, and emotional development. Parents are therefore encouraged to embrace the School's mission, vision, and guiding principles, contributing to a collaborative and supportive School community.

c. Our Schools foster diverse and inclusive communities that reflect a wide range of backgrounds, cultures, and experiences. This diversity enriches student learning and supports the development of global citizenship, mutual respect, and understanding. We maintain high academic expectations for all students and are committed to inclusion, ensuring appropriate support and excellent pastoral care for each individual learner.

d. The Schools are committed to inclusive admissions practices and seek to ensure that each placement represents an appropriate match between the student's profile and the school's current capacity to provide effective educational provision, support, and pastoral care, in the best interests of both the student and the wider school community.

e. Prospective parents are invited to engage with the Admissions Team through scheduled appointments, School tours, or meetings with members of the School Senior Leadership Team (School SLT), including the Principal where appropriate. Applications are submitted through the School's official channels and are considered on an individual basis, taking into account the student's academic profile, behavioural presentation, wellbeing considerations, additional learning needs, language proficiency, previous school history, and readiness for the intended curriculum pathway and year group.

f. As part of the admissions process, applicants will be required to complete age-appropriate assessments, observations, interviews, or review processes as part of the admissions procedure. Assessment outcomes are considered alongside wider admissions

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information and professional judgement to determine appropriate placement, support requirements, and readiness for the intended educational setting.

g. Admission decisions are based on the successful completion of the admissions process, the availability of places, and the school's ability to appropriately support the student within the relevant year group or pathway. Certain examination year groups (such as Year 11 and Year 13) may be subject to specific restrictions or additional entry criteria.
h. Taaleem Premium Schools are committed to ensuring that all applicants and their families are treated fairly, consistently, and with transparency throughout the admissions process. Clear and accessible admissions criteria are maintained to support informed decision-making by prospective families, and every effort is made to ensure a smooth and efficient admissions experience.

KHDA & ADEK

i. 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 the student to attend a private School. The KHDA provides a Parental Guide for School Admissions on their website https://www.khda.gov.ae/ which sets out essential information for parents.
j. The Abu Dhabi Department of Education & Knowledge (ADEK) is the educational quality assurance and regulatory authority for private Schools in Abu Dhabi. There are certain requirements that must be met by both parents and the School to enable the student to attend a private School. ADEK provides a Guide for School Admissions on their website https://www.adek.gov.ae/ which sets out essential information for parents.

4. Guidelines

Prioritisation

a. When an application is received, students are placed into the admissions pool based on a general prioritisation. Children of School staff are given consideration, followed by siblings of current students, UAE Nationals, and other applicants. Priority consideration does not guarantee admission and all applications remain subject to assessment outcomes, availability, and the school's ability to appropriately support the student within the relevant educational setting.

Age and Cut-off Year of Entry

b. All Schools adhere to the UAE guidelines by using the student's age as of August 31st for grade placement, except for admissions into Early Years/Foundation stages (Pre-K, KG1, KG2 and Grade 1/ FS1, FS2, Year 1 and Year 2), where the age cut off for grade placement has been changed to December 31st for families enrolling into AY 2026 27 and beyond. Promotion to the next year group is primarily determined by the student's completion of their last academic year. The last completed grade generally takes precedence over age for promotion to the next grade, though all students undergo assessment to ensure they are ready. For Nursery and Early Years/ Foundation stages (ages 6 months to 6 years), placement is based on age. From Grade 2 / Year 3 to Grade 12/Year 13, age serves as a

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guideline, but promotion depends on a valid School report and/or transfer certificate, considering curriculum equivalencies.

c. Students must be of the appropriate age for their grade by August 31st, or December 31st for Early Years/ Foundation to Grade 1/Year 2 and demonstrate readiness through assessment. This cut-off date aligns with practices in several northern hemisphere countries, including the UK and Dubai.

d. In exceptional circumstances, placement outside the standard age-related year group may be considered where there is evidence that such placement is in the best educational, developmental, and social-emotional interests of the student. Such decisions will involve consultation between parents (express permission must be given), the Principal, Head of Inclusion, and relevant academic leaders, and remain subject to KHDA or ADEK approval.

e. Other factors influencing placement in the age-appropriate year group may include:
   - The age cut-off requirements in the student's country of origin, particularly where future transition back into another national system may be impacted.
   - Successful completion of an equivalent year group within another recognised curriculum or educational system.
   - Review of previous school reports, transcripts, assessment information, and social-emotional readiness.
   - Curriculum differences between educational systems.
   - Recommendations arising from admissions assessments or multidisciplinary review processes.

f. The Schools offer the International Baccalaureate (IB), US, and UK (English National Curriculum and EYFS) Framework and welcome applicants who have been studying within a different curriculum. The following shows the correct age and year for a student to join and the equivalent grade comparison chart.

Grade & Year - Plus Age Comparison			
	US / IB Grade	**Age as of 31st December**	**Equivalent Year Group**
Early Years	Nursery	2 Years Old	R3's
	Pre-KG	3 Years Old	FS1
	KG1	4 Years Old	FS2
	KG2	5 Years Old	Year 1
Primary Years Programme (PYP)	Grade 1	6 Years Old	Year 2
	Grade 2	7 Years Old	Year 3
	Grade 3	8 Years Old	Year 4
	Grade 4	9 Years Old	Year 5
	Grade 5	10 Years Old	Year 6
Middle Years Programme	Grade 6	11 Years Old	Year 7
	Grade 7	12 Years Old	Year 8

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(MYP)	Grade 8	13 Years Old	Year 9
	Grade 9	14 Years Old	Year 10
	Grade 10	15 Years Old	Year 11
Diploma Programme (DP)	Grade 11	16 Years Old	Year 12
	Grade 12	17 Years Old	Year 13

* Age requirements are subject to KHDA and ADEK regulations and may vary for specific year groups and admissions cycles.

5. Application Process

a. Entry into any grade/year group is subject to availability of places, completion of the admissions process, and the school's ability to appropriately support the student within the relevant educational setting.
   - In IB World Schools, entry is permitted at any time of the academic year, subject to availability, with exceptions in Abu Dhabi where transfers may be restricted during Term 2 and Term 3 each academic year.
   - In UK Curriculum Schools, entry is available for all year groups except Year 11 and Year 13.
   - Oversubscribed Schools will indicate on their websites if a grade/year is at a waitlist stage. Applications for future academic years open one year in advance. Please note that applying does not guarantee an admission offer or the availability of a place.

b. Applications for future academic years may open up to one year in advance. Submission of an application does not guarantee the offer or availability of a place.

How to Apply

c. Parents are required to complete an online application form and submit necessary documents to the Admissions Office. In Dubai, an application fee of AED 525 (including VAT), must be paid before the application can proceed. Paying an application fee does not guarantee a place in the School. The application fee is refundable if the student is not offered a place following the assessment process or if the School collected the fee without first informing the parent that no place was available or that the outcome may only be a position on the waitlist. If the School makes a formal offer and the parents choose not to accept, the application fee is non-refundable.

d. For parents applying from overseas, the Admissions Office will coordinate with the student's current School to assist in the assessment process. All students will be invited to attend an assessment.

e. Further assessment to determine English language proficiency or learning support needs may be necessary.

f. Schools may also request additional supporting information from the student's current School to facilitate a smooth transition and induction into the School. Including, a confidential reference form will be sent to the student's current School seeking information regarding the student's academic progress, attendance, behaviour, and overall

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engagement with school life. As part of this process, the current school will also be asked to disclose any known safeguarding, child protection, welfare, or other significant concerns that may be relevant to the student's wellbeing and successful transition to the School.

Documentation to Submit

g. Parents are required to disclose all relevant information that may impact the student's educational experience, wellbeing, safety, or support requirements. This includes relevant academic, behavioural, medical, psychological, developmental, safeguarding, or additional learning support information. Failure to disclose relevant information during the admissions process may result in the withdrawal of an offer of a place or reconsideration of the student's enrolment status (even if the student has already commenced studies).
h. Documentation requested during the admissions process may include:
    - Previous school reports and transcripts
    - Passport and Emirates ID copies
    - Visa documentation where applicable
    - Medical and immunisation records
    - Transfer Certificates where required
    - Diagnostic, therapeutic, psychological, behavioural, or educational assessment reports where available
    - Individual learning, support, or behavioural plans where applicable
    - Any additional documentation requested by the Admissions Team or school leadership.
i. When a parent submits a medical, psychological, or educational assessment from a licensed and recognised professional, the School must review and formally acknowledge the report within five (5) working days.
j. One crucial document is the 'Transfer Certificate,' which parents must obtain from the student's previous School; without it, the student cannot start at the new School.
k. Additionally, documents required by the Dubai Health Authority (DHA) must be submitted (where applicable), including a signed medical consent form and the student's immunization records.
l. In Abu Dhabi, a Transfer Certificate is required only if the student is transferring from outside the Emirate. The Transfer Certificate must be attested according to ADEK attestation requirements, as listed on the Schools' individual websites.

Applying to Multiple Taaleem Schools

m. An application fee of AED 525 is required when applying to each School in Dubai within the Taaleem Group, unless the School cannot offer a place due to a waitlist. In such cases, the application fee may be transferred to another Taaleem School.
n. Where a place is unavailable due to a waitlist, the Admissions Team may (where appropriate) support families in exploring alternative Taaleem school options, subject to availability.

Admissions Pool & Waitlist

o. Completed applications will be reviewed on an ongoing basis. Where no immediate place is available, applicants may be placed in a waiting pool or waitlist for the current or future

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academic year. Placement on a waiting list does not guarantee admission.

p. The School seeks to ensure that waiting list decisions are managed fairly, transparently, and in the best interests of both the applicant and the wider school community. Placement on a waiting list may therefore also take into account the School's current capacity to provide appropriate educational provision, inclusion support, staffing, and pastoral care within the relevant year group or programme pathway.
q. Waitlist decisions may also take into consideration the school's current cohort profile, existing support requirements, and the school's ability to appropriately support the student within its current provision model.
r. In some circumstances, a student may not be placed on a waiting list where the School determines that it is unlikely to be able to appropriately support the student's identified needs within a reasonable timeframe or within the school's current provision model. In such cases, the school will communicate transparently with parents regarding the admissions outcome to support informed decision making and appropriate educational planning.
s. Parents may be requested to provide updated school reports, assessment information, or supporting documentation while remaining on a waiting list.
t. Places may become available throughout the academic year and will be offered in accordance with the School's admissions criteria, operational considerations, and availability within the relevant year group or programme.
u. If no place becomes available, applicants are invited to re-apply for the following year in accordance with the School's admission policy and applicable regulations.

Deferral of Offer

v. Due to unforeseen circumstances, parents may decide to roll over the admission of the student to another term or academic year. This is possible pending availability of a seat and only if parents inform the Admissions team before the date of the student's original admission date. Deferrals are only possible upon approval by the Admissions and Academic teams.
w. Where a deferral request is approved, the school reserves the right to reassess the student prior to the revised start date where:
    - There has been a significant gap in schooling,
    - Updated educational information is required,
    - There has been a material change in the student's educational, behavioural, wellbeing, medical, or support profile,
    - Or where the school determines that updated assessment information is necessary to support appropriate placement and provision planning.
x. In Dubai, parents are permitted to rollover the application up to one year from the initial date of enrolment, after this, no further date change of admission is allowed, and the deposit will be lost.

Returning Students

y. In Dubai, students that wish to return to the same School that they departed from will not be required to pay an application fee unless they are returning after one year from their

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leaving date. Students returning within one year from their date of leaving will not be required to sit an additional assessment, however updated School reports will be required.

z. The school reserves the right to determine whether further assessment, observation, or review processes are required before confirming re-admission.

aa. Re-admission remains subject to:

- Availability of places,
- Review of the student's previous enrolment history,
- Current educational and support needs,
- And the school's ability to appropriately support the student within the relevant educational setting.

6. Assessments

6.1 Purpose of Assessment

The Premium Schools aim to foster a happy and purposeful environment for students during assessment days, ensuring candidates feel at ease and have a positive experience. Assessments help determine placement and assist teachers in identifying the appropriate learning pathways. Assessment procedures for students joining different year groups are tailored to individual needs, although there are some common elements:

- Applicants receive invitations for formal entrance assessments and interviews with senior members of the academic team, including Heads of Inclusion where applicable.
- The Premium Schools do not provide assessment results directly to candidates' parents, as these are considered in context. However, a senior member of the relevant year group is available to discuss the student's performance.
- The Premium Schools are fully inclusive, offering high-quality education to children of all nationalities and abilities.
- Upon application to each School, parents are required to disclose any known additional needs their child may have. Where available, relevant diagnostic, psychological, medical, therapeutic, or specialist reports should be submitted prior to enrolment to support effective educational planning and provision development.
- The Head of Inclusion may conduct an assessment of educational needs upon the student's entry to the School. Information gathered during assessment and identification procedures helps determine the type and level of support appropriate for each student.
- Assessment outcomes may indicate the need for additional support, such as personnel or resources. If additional costs are anticipated, these will be discussed and agreed upon with parents beforehand. Full transparency regarding actual costs will be provided, and details of additional requirements will be communicated to parents in writing, possibly as part of a conditional acceptance letter or parent agreement. Translations of these documents will be provided if the parent's first language is not English to ensure full understanding and informed consent.

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- After receiving the assessment, writing sample, and reference, the School will review the application. The Principal, Admissions Manager, Head of Primary/Secondary, and Head of Inclusion (if necessary) will consider the information provided in the application and School reports. An admission decision will be communicated in writing to the parent/guardian.

6.2 IB Curriculum Assessments

Assessments in Dubai Schools

a. In Dubai, all prospective students undergo an assessment process with the Admissions Office, regardless of their grade, School, or country of origin.
   - **Pre-KG to Grade 2:** Students may participate in play-based assessments or in-class experiences.
   - **Grade 1 to Grade 3:** Students may also be required to complete one-on-one paper assessments with a teacher appropriate for their age.
   - **Grade 2 and upwards:** Students typically complete an online CAT4 test and may be required to take additional assessments in English, Mathematics, and Arabic.

Assessments in Abu Dhabi Schools

b. In Abu Dhabi, the assessment process varies slightly:
   - **Pre-KG, EY1, & EY2:** All eligible applicants are invited to a 'stay & play' session, which allows parents and School staff to determine if the child's needs and abilities align with the School's capacity to help them reach their full potential. This session is considered along with the application to assess the child's readiness for Early Years.
   - **Grade 1:** All eligible applicants are invited to attend a classroom experience at the School. This is considered alongside the application to assess the child's readiness for Grade 1.
   - **Grades 2-11:** All eligible applicants take a CAT4 assessment and / or interview to evaluate general cognitive abilities in English, Math, and Non-verbal reasoning. Overseas applicants can complete this assessment remotely.
c. Assessment results are used to inform the level of learning support required and are considered alongside the application and other required documents before a place is offered. Assessment results may be used for grade placement in the following cases:
   - Students changing curricula in Grades 9-12.
   - Students transitioning from alternative educational provisions (e.g., home schooling or coming from countries where grade/year equivalency cannot be established).
   - Students who have not attended School for more than 2 years.
d. The IB World Schools strive to meet all individual needs and welcome applications from students of determination. Each School has its own 'Inclusion Policy,' which can be requested from the School you are applying to.

6.3 UK Curriculum Assessments

Early Years Assessment Process

a. For entry into Rising 3s (age 2-3), parents will complete an additional questionnaire to assist the team in assessing the child's developmental milestones achieved and those

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they are working towards in social-emotional, physical competence (refer below), cognitive abilities, and language and communication skills. The Rising 3s team will use this information to tailor a learning plan for each child before entry. If necessary, the team may arrange a meeting with parents to ensure the environment is suitable and staff are prepared to support a smooth transition into the Rising 3s class. Students entering Rising 3s are not required to be toilet trained.

b. For entry into FS1 and FS2, prospective students and their parents will be invited to attend a small group play session with the Early Years staff. Students will engage in play-based activities focusing on colour, shapes, number awareness, and letter recognition, aligning with the primary areas of the British Early Years Curriculum.

Lower Primary Assessment Process (Year 1 & 2)

c. The assessment for prospective students in this age group consists of two parts, both of which are required for completion. The academic team will observe and engage with prospective students to assess their English language proficiency, speech, behaviour, and social interaction, determining their developmental stage for their age. These assessments are conducted informally to ensure students feel comfortable, while allowing a member of the Senior Leadership Team to gain insight into their character and personality. Students will engage in age-appropriate tasks in mathematics, reading, and writing, drawn from the National Curriculum of England. The Senior Leadership Team will observe the methods and strategies students use in their work and their approach to learning.

Higher Primary Assessment (Years 3 to 6)

d. Prospective students must submit their latest School report and, if available, their CAT4 report to the Admissions department. The CAT4 report assesses how students think in areas crucial to learning and helps students and teachers understand their academic potential. If a recent CAT4 report is not available, students will be required to take an age-appropriate CAT4 test. The Academic team will review both the School reports and test results.

Secondary Assessment Process (Years 7 to 10)

e. For entry into Secondary School, prospective students must submit their latest School report and, if available, their CAT4 results to the Admissions department. If students do not have a recent CAT4 test, they will be required to take an age-appropriate CAT4 test. The Academic team will review both the School reports and test results. Additionally, prospective students may be invited for an interview with a senior member of the Secondary team. This interview aims to assess the student's character, interests, values, and aspirations.

Entry into Sixth Form (Year 12)

f. Parents should refer to each School's minimum criteria for studying A Level & BTEC courses (where applicable). The School may admit students to Sixth Form conditionally. Students who have not taken GCSE courses may be admitted to Sixth Form if academic achievement and formal assessment data is judged to be the equivalent to the School's

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GCSE entry requirements and if the applicant is likely to satisfy the promotional requirements of the national system of higher education to which he or she will apply during Year 13.

6.4 US Curriculum Assessments

a. All prospective students, regardless of their previous School or country of origin, undergo an assessment process with the Admissions Office at American Academy for Girls. These assessments are conducted to gauge English proficiency and ensure that students can effectively participate in the School's programs with the available support levels.
b. Assessments:
   - **Pre-KG to Grade 2 -** Students may participate in play-based assessments or in-class experiences.
   - **Grade 3 and upwards:** Students typically complete an online CAT4 test and may be required to take additional assessments in English, Mathematics, and Arabic.
c. American Academy for Girls does not provide assessment results directly to parents. However, a senior member of the relevant grade or an Admissions representative is available to discuss the student's performance.
d. Further assessment for English Language Learners (ELL) and/or Special Educational Needs & Disabilities (SEND) may be required to reach an admission decision. This may include a referral for evaluation by the Head of Inclusion. The American Academy for Girls strives to ensure that all individual needs can be met and welcomes applications from students of determination. AAG has its own Inclusion Policy. Please check the website to view this policy or ask Admissions for a copy.
e. Following the assessment and receipt of all required documentation, the Admissions review team, which includes the Principal, Secondary Guidance Counsellor and Head of High School for Grade 9 to 12 applicants, evaluates the application alongside School reports and other submitted information. An admission decision will be communicated in writing to the parent/guardian.

6.5 Specialist Inclusion Programmes

Inspire/Aspire Programme - Jumeira Baccalaureate School

a. Jumeira Baccalaureate School operates the Inspire and Aspire programmes to support students with significant learning, communication, behavioural, adaptive functioning, and/or accessibility needs who may require highly differentiated provision and additional support structures beyond those typically available within mainstream education settings.
b. The Inspire and Aspire programmes currently include:
   - Inspire Class (KG 2 – Grade 2)
   - Inspire Class (Grade 3 – Grade 5)
   - Aspire Class (Grade 6 – Grade 8)

Thrive Programme – Uptown International School

c. Uptown International School operates the Thrive programme to support students with significant inclusion needs who may require highly differentiated provision, structured

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support, and additional intervention beyond that typically available within the mainstream educational settings.

d. The Thrive programme currently supports selected students in Grades 6-8.

Shared Specialist Admissions and Review Process

e. Placement within specialist inclusion pathways is considered on an individual basis following a comprehensive review process designed to determine whether the provision represents an appropriate educational setting for the student's identified needs and profile.

f. The review process may include:
   - Observations within the student's current educational setting
   - Assessment activities
   - Review of specialist reports and previous educational documentation
   - Meetings with parents and relevant professionals
   - Where appropriate, classroom visits or trial experiences.

g. As part of the review process, the school may consider:
   - Academic profile
   - Communication and language development
   - Adaptive functioning
   - Social-emotional presentation
   - Behavioural profile
   - Independence skills
   - Wellbeing considerations
   - and readiness for the specialist provision environment.

h. Placement decisions are made collaboratively by the school leadership and inclusion teams, taking into consideration:
   - The student's profile and support needs
   - Cohort composition
   - Staffing and resource availability
   - Health and safety considerations where relevant
   - and the school's ability to provide appropriate provision within the specialist pathway.

i. The availability of places within specialist inclusion pathways may vary depending on cohort composition, staffing, and operational capacity.

j. Additional specialist pathways or expanded age ranges may be developed in future in response to school capacity and community need.

k. Further information regarding specialist inclusion pathways may be requested directly from the relevant school Admissions Team.

6.6 Enhanced Admissions Review Process for Students Requiring Significant Additional Support

a. In line with the Directives and Guidelines for Inclusive Education (2020) and Advocating for Inclusive Education: A Guide for Parents (2021), and applicable KHDA and ADEK guidance,

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Taaleem Premium Schools are committed to fair, transparent, and inclusive admissions practices for all applicants.

b. Where significant additional learning, behavioural, communication, accessibility, wellbeing, adaptive functioning, or English language support needs are identified during the admissions process, an enhanced review process may be undertaken to support informed decision-making and appropriate educational planning.
c. The purpose of the enhanced review process is to ensure that admissions decisions are made fairly, transparently, and in the best interests of both the student and the wider school community.

Comprehensive Review Process

d. The admissions review process will be holistic and may consider:
    - The student's strengths,
    - Educational profile,
    - Identified support needs,
    - Barriers to learning,
    - Wellbeing considerations,
    - Communication profile,
    - Language acquisition needs where relevant,
    - and the strategies most likely to support successful participation and inclusion.

Team Around the Child (TAC) Review

e. Where appropriate, a documented and minuted Team Around the Child (TAC) review process may be convened involving the Head of Inclusion and relevant members of the academic, pastoral, safeguarding, wellbeing, or leadership team.
f. The TAC review may consider:
    - Assessment outcomes,
    - Specialist reports,
    - Previous educational history,
    - Existing cohort profile,
    - Staffing and resource considerations,
    - Health and safety considerations where relevant,
    - and the school's current capacity to provide appropriate provision within the relevant educational setting.
g. Following review, the recommendation may be made to the Principal or Head of School regarding:
    - Admission,
    - Conditional admission,
    - Placement on a waiting list,
    - Specialist pathway consideration,
    - Additional support requirements,
    - Or non-admission.

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Decision-Making and Communication

h. The Principal or Head of School, in consultation with the Head of Inclusion and relevant school leaders where appropriate, will review the recommendation arising from the enhanced review process and determine the admissions outcome.
i. Parents or guardians will receive written communication outlining the admissions outcome, including where applicable:
    - Admission decisions
    - Conditional admissions arrangements
    - Waitlist decisions
    - Or non-admission decisions

    together with the specific reasons supporting the decision.
j. Where required by KHDA or ADEK regulations, non-admission decisions relating to students of determination will be documented and reported through the applicable regulatory processes, including the submission of the relevant KHDA non-admission notification form where applicable.
k. In cases of non-admission relating to students of determination, application fees may be refunded in accordance with school procedures.
l. This process may apply where significant support needs are identified:
    - Prior to assessment
    - During the admissions process
    - Through assessment activities
    - Or through review of documentation provided during admissions.
m. Where enhanced review processes are undertaken in relation to English language support needs, parents or guardians will similarly receive written communication outlining the admissions outcome and supporting rationale where applicable.

7. Admissions Suitability Considerations

a. Admissions decisions are made on an individual basis and consider the student's overall profile, readiness for the intended curriculum pathway, and the school's ability to appropriately support the student within the relevant educational setting.
b. In reviewing applications, the school may consider:
    - previous educational history and attainment,
    - engagement with learning,
    - behavioural and wellbeing profile,
    - attendance history,
    - language proficiency,
    - additional learning or support needs,
    - readiness for the intended curriculum pathway,
    - and the student's potential to participate positively within the school community.
c. The schools value students who:
    - demonstrate positive engagement with and an enjoyment of learning,
    - show good conduct overall and respect towards others,

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- contribute positively to school life,
- demonstrate readiness for the intended pathway,
- and are supported by parents or guardians committed to working collaboratively with the school community.

d. The school reserves the right to decline admission where:
   - significant concerns exist regarding the school's ability to appropriately support the student within its current provision model and available resources,
   - assessment or review processes indicate that the proposed educational setting is unlikely to appropriately meet the student's identified needs,
   - documented behavioural history or assessment demonstrates patterns of conduct that would negatively impact the learning and wellbeing of self or others,
   - or accurate and relevant information has not been disclosed during the admissions process.

e. Failure to disclose or provision of materially inaccurate information regarding a student's educational, behavioural, medical, safeguarding, wellbeing, or support profile may impact the school's ability to appropriately plan provision and support arrangements and may result in review of admissions, enrolment, or placement decisions or possibly the offer of a place being withdrawn.

8. Acceptance of Offers

a. Parents will be given five (5) working days in which to secure their child's place by paying the registration fee, which will be offset against the termly fees. If payment is not made within 5 days, the place will be offered to the next child waiting.

b. In certain circumstances, conditional acceptance may be granted, meaning the student is accepted pending the fulfilment of additional criteria within an agreed timeframe. These criteria will be clearly outlined in the admissions offer letter. To confirm the student's place, parents must comply with the requirements of the KHDA or ADEK, including submitting all necessary registration documents to these authorities.

c. If the School is unable to offer a place due to being oversubscribed, parents have the option to transfer the application, including the application fee, to another School within the Taaleem Schools network, providing availability or receive a refund of the application fee.

Special Educational Needs and Disability (SEND)

d. Taaleem Premium Schools are committed to inclusive education in line with the Dubai Inclusive Education Policy Framework (2017), the Directives and Guidelines for Inclusive Education (2020), applicable ADEK guidance, and wider UAE inclusive education requirements.

e. In line with these principles:
   - admission to the school will not be conditional upon the submission of a medical diagnosis,

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- students will not be refused admission solely on the basis of identified additional learning, developmental, behavioural, communication, accessibility, or wellbeing needs,
- students requiring additional support will be supported to access learning, participate meaningfully within the school community, develop their individual potential and build relationships with peers in age-appropriate common learning environments,
- reasonable accommodations, support arrangements, and curricular access will be provided in accordance with the student's profile and the school's current provision model,
- and the school promotes equitable access to educational opportunities for all students.

f. Upon application to the school, parents are expected to disclose any known additional learning, developmental, behavioural, medical, safeguarding, communication, accessibility, or wellbeing needs their child may have. Where available, parents should provide relevant educational, medical, psychological, therapeutic, or specialist reports prior to entry to the school to support effective transition planning, provision development, and educational support arrangements.

g. Following disclosure or identification of support needs, the Head of Inclusion and/or Inclusion Team may arrange:
   - meetings with parents or guardians,
   - review of specialist documentation,
   - additional observations or assessment activities,
   - consultation with previous educational settings or professionals where appropriate,
   - and transition planning processes designed to support successful inclusion and educational access.

h. The school may recommend further specialist assessment or external professional input where this is considered beneficial in informing educational planning, provision development, or student wellbeing. Taaleem Premium Schools do not undertake formal or clinical diagnosis of specific conditions. Any recommended external assessment processes will not be a condition of admission.

i. Additional support requirements identified through the admissions or enrolment process may result in:
   - provision planning,
   - specialist support recommendations,
   - additional staffing requirements,
   - external specialist involvement,
   - reasonable accommodations,
   - differentiated or modified curriculum pathways,
   - or conditional support agreements where appropriate.

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j. Support arrangements, accommodations, and provision planning may be reviewed and adjusted over time in response to the student's evolving educational needs, level of independence, wellbeing profile, and the school's ongoing review processes.
k. The Head of Inclusion and/or Inclusion Team will review and determine appropriate provision arrangements for the student based on the student's identified profile, support needs, and educational setting.
l. Additional support arrangements may include:
    - individual Learning Support Assistant,
    - push-in or pull-out specialist teaching support,
    - speech and language therapy,
    - occupational therapy,
    - counselling support,
    - behavioural support planning,
    - assistive technology,
    - differentiated or modified curriculum pathways,
    - or other interventions considered appropriate to the student's profile and educational needs.
m. Where additional staffing, specialist support, external services, or educational resources are required, these arrangements, associated responsibilities, implementation expectations, and any applicable costs will be discussed transparently with parents and confirmed in writing where appropriate.
n. If additional support needs are identified following admission, the school will work collaboratively with parents, relevant professionals, and school staff to review appropriate support arrangements, interventions, and educational planning.
o. The school reserves the right to review the appropriateness of educational placement, support arrangements, and provision planning over time in collaboration with parents, relevant professionals, school staff, and where appropriate, in coordination with applicable KHDA or ADEK requirements and processes, to ensure that the student's needs continue to be appropriately supported within the school's current provision model and available resources.
p. Successful inclusion and educational support arrangements rely upon collaborative partnership between the school, parents or guardians, and where appropriate, relevant external professionals. Parents are expected to engage constructively with agreed support processes, recommendations, meetings, provision planning, and review procedures designed to support the student's educational access, wellbeing, and successful participation within the school environment. Significant ongoing refusal to engage with agreed support processes or provision planning may require further review of the appropriateness of the student's placement and support arrangements.
q. In Abu Dhabi schools:
    - students with additional learning needs may be admitted and supported where the school determines that appropriate provision can reasonably be provided within the relevant educational setting,

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- additional support charges may apply in accordance with ADEK regulations and fee frameworks,
- and regulatory notification processes will be followed where the school determines that it is unable to reasonably accommodate a student within its current provision model and available resources.

r. The admissions process my involve assessments, observations, or review activities designed to support understanding of the student's learning profile, support needs, and educational planning requirements. These processes are not intended to act as barriers to admission, but rather to support appropriate educational planning, provision development, and successful inclusion.

s. Further information regarding inclusion provision, support processes, parental rights and responsibilities, and school-based inclusion pathways is available within each school's Inclusion Policy and relevant KHDA or ADEK guidance documentation.

t. Taaleem Premium Schools seek to fulfil their responsibilities under applicable UAE inclusive education requirements and may request additional information, specialist documentation, or further assessment processes where necessary to support effective educational planning and provision. Parents are encouraged to review relevant KHDA or ADEK guidance regarding parental rights and responsibilities within the admissions and inclusion process, including the KHDA publication "Advocating for Inclusive Education – A guide for parents.".

Abu Dhabi – Specific Inclusion Requirements

u. In accordance with the Abu Dhabi Department of Education & Knowledge's (ADEK) guiding principles:

- Schools in Abu Dhabi admit students with additional learning needs and provide necessary learning support, provided they have the capability to do so. If a grade is at full capacity, Abu Dhabi schools may waitlist students with additional learning needs
- Schools will not refuse admissions to students solely due to their learning differences or disabilities, provided the schools can reasonably accommodate student needs at the appropriate grade level.
- There could be an additional charge for this service, which may be up to 50% of the basic school fees, depending on the age and level of support required, as per ADEK policy.
- Students with additional learning needs must submit all relevant documentation to Abu Dhabi schools. Failure to fully disclose this information may jeopardize the child's placement in the school.
- Priority will be given to students with additional learning needs and their siblings to be placed together,
- The admissions process may involve assessments; however, these are used only to determine the appropriate level of support and are not a barrier to admission. Accommodations, such as assistive technology or modified assessment formats, will be provided on a case-by-case basis.

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- If, during the admissions process, we identify that our team cannot reasonably accommodate a student due to significant constraints, an "Inability to Accommodate" notification will be submitted to ADEK (for students who have applied to Taaleem IB schools in Abu Dhabi) and the student's parents within seven days of the decision.

English Language Learners (ELL)

v. Although English is the primary language of instruction, Taaleem Premium Schools seek to provide English language learning support for students requiring additional language acquisition support.

w. Where English language support needs are identified through disclosure, assessment, observation, or review processes, the Inclusion Team and relevant academic staff may undertake additional assessment or review activities to determine appropriate support arrangements and educational planning.

x. English language support provision will be determined in consideration of:
   - the student's language profile,
   - age and developmental stage,
   - curriculum pathway,
   - educational background,
   - and the school's available provision and resources.

y. Support arrangements may include:
   - in-class support,
   - small group intervention,
   - language acquisition programmes,
   - differentiated classroom strategies,
   - or other language support interventions considered appropriate to the student's educational needs.

z. Where significant English language support needs are identified, parents or guardians may be encouraged to engage with external English language support programmes, language development opportunities, or transitional support arrangements prior to enrolment where considered beneficial to the student's successful access to the curriculum and school environment. Participation in such support arrangements will not be a condition of admission.

Class and Set Sizes

aa. Offers can only be made if there is an available place in the grade or the subjects are available in the MYP and/or DP (IB Curriculum), Key Stage 4 and Key Stage 5 (UK Curriculum) or High School (US Curriculum). Due to the transient and uncertain nature of the international community in the UAE, flexibility is required when making offers.

bb. Class sizes at Taaleem Premium Schools vary depending on the approval from KHDA or ADEK and based on the grade and specific School. For specific information on maximum class sizes for the grade you are applying to, please contact the School directly.

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Orientation

cc. At the start of the academic year, new students and their families are introduced to the School by the Admissions Manager (AM) or a member of the Admissions team. During their initial visits, all families will have the opportunity to meet senior members of the academic staff.

dd. To help new students settle in quickly, the School will hold an orientation day. The Admissions team, Principal, and Heads of Primary / Secondary work closely together to ensure a smooth transition.

ee. During this period, students may also undergo placement testing in certain subjects.

Intimate Care Policy (Foundation Stage)

ff. All students should be fully toilet trained (both urinary and faecal) by the time of starting Pre-K/FS1 (and higher) and must accept the School's policy on toileting. The School recognises that accidents, both urinary and faecal incontinence, do occur at times. Where toileting difficulties significantly impact the student's wellbeing, dignity, health and safety, or ability to access the learning environment, the school may work collaboratively with parents to determine appropriate transitional support arrangements in line with Taaleem's Intimate Care Policy.

Immunisation Policy and Vaccination Upon Admission

gg. Upon admission, all students are required to submit an up-to-date copy of their immunisation records, aligned with the DHA and KHDA standards. These documents must be clear and provided in English. Students who do not present valid vaccination records or medical forms will be considered as having incomplete admission documentation and will be flagged during the enrolment process.

hh. For students who are unvaccinated due to medical reasons, compliance with DHA recommendations is mandatory. They must provide medical documentation from their GP and complete the vaccination refusal paperwork, which includes the refusal form and checklist. Additionally, the DHA medical form is an essential part of the admission process and must be completed before the student begins attending School. This ensures the safety and well-being of all students. A printed copy of the form will be securely stored in the student's DHA medical file within the locked clinic.

9. Registration and Re-registration

Registration Fees

a. New students in Dubai are required to pay AED 4,000 or 10% of the annual tuition as a non-refundable registration fee to accept a place in the School. The registration deposit cannot exceed 10% of the annual tuition fee. This fee will be deducted from the tuition fees for the joining term.

The registration fee is refundable provided written notification is received, at least 60 calendar days before the student's pre-agreed start date/start of the academic year.

b. New students in Abu Dhabi are required to pay 5% of the annual tuition fee as a registration fee to accept a place in the School for Term 1. This fee will be deducted from the tuition

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fees for Term 1 joiners. New students joining in Term 2 or Term 3 will be required to pay the full term fees to accept a place in the School.

c. In Abu Dhabi Schools the registration fee for new students is refundable provided written notification is received no later than 14 calendar days prior to the start of the academic year by the Admissions Manager.

Re-registration fees

d. Returning students in Dubai must pay a re-registration fee of AED 2,000 or 5% of the annual tuition fee to hold their place for the following academic year. The re-registration deposit cannot exceed 5% of the annual tuition fees. Returning students in Abu Dhabi must pay a re-registration fee of 5% to hold their place for the following academic year. This fee will be deducted from the first term's tuition fees. Failure to pay the re-registration deposit may result in the student's place being revoked.

e. In Dubai, if a family formally notifies the School, by way of a completed withdrawal form, at least 60 calendar days prior to the start of the following academic year the deposit will be refunded.

In Abu Dhabi, if a family formally notifies the School, by way of a completed withdrawal form, on or before 30th April, the deposit will be refunded. However, if a family is leaving outside the UAE or to another Emirate (not Dubai), and formally notifies the School by way of a completed withdrawal form, on or before 30th June, the deposit will be refunded.

f. If transferring to another Taaleem School in Dubai or Abu Dhabi, the registration fee will be transferred to the new School.

g. Refund requests must be made in writing to the Admissions Office, at least 60 days prior to the start of the following academic year and will be reviewed at the discretion of the Senior Leadership Team. The School reserves the right to request further documentation to support the request. No refunds will be issued for requests received less than 60 calendar days prior to the start of the academic year in Dubai or after the set deadlines in Abu Dhabi, in accordance with ADEK guidelines.

h. The School reserves the right to withhold academic reports, Transfer Certificates and refuse re-enrolment for students whose fees are repeatedly not paid on time or have not been settled for the previous academic year.

10. Provision of Learning

When delivery of School services is fully or partially interrupted due to government enforced closure:

a. Tuition fees remain payable for the time during which the service was available and delivered, including whether it was delivered via distance learning or another method deemed appropriate and approved by KHDA.

b. Schools retain all fees for the period during which service was available and delivered. These fees are considered payable and non-refundable. A parent's decision not to engage with available distance learning programme does not constitute grounds for withholding or reducing tuition fees.

c. For any period in which the service could not be delivered, the School will compensate for

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the shortfall. This may be through a fee credit note, additional sessions upon resumption, or a pro-rated refund. The remedy will be agreed in writing between the School and the parents.

11. Withdrawal & Refund Guidelines

a. Students can withdraw from the School at any time of the year. Regulation guidelines are available in the KHDA Registration and Refund Policy for Dubai Schools and in the Administrative Affairs Policy and ADEK Fees Policy for Abu Dhabi Schools.
b. Parents must complete a withdrawal form and will have the opportunity to meet with a member of the Senior Leadership Team to discuss the reasons for the withdrawal.
c. Charges will apply depending on the time of withdrawal within the term. All withdrawing students will be reported to the Principal who will make a final recommendation in conjunction with the Taaleem Central Office.
d. To comply with government regulations, the School must be informed of the country to which the student is transferring. If the student is transferring to another School in Dubai or another part of the UAE, Dubai Schools will prepare a Transfer Certificate, for which the parent will be charged AED 120. In Abu Dhabi, parents can download an attested leaving certificate through the TAMM platform for AED 15. Alternatively, an unattested leaving certificate will be sent free of charge. The Admissions Manager must be informed in writing of the new School to prepare the necessary documentation.

12. Transfers within Taaleem Schools

a. Students wishing to transfer to another Taaleem School within the Premium Schools must first seek permission from their current Principal. After obtaining this permission, they must submit the official withdrawal form. An application fee of AED 525 is required in Dubai when applying to another School within the Premium School. Families are not allowed to hold places at two Taaleem Schools; upon acceptance of a place at the new School, the place at their current School is automatically released and a withdrawal form should be submitted immediately.
b. Transfers of students within the Premium Schools are only permitted at the start of a term. Mid-term transfers are not allowed unless in exceptional circumstances.
c. Where a student transferring between Taaleem Premium Schools requires additional learning, behavioural, wellbeing, language, accessibility, or specialist support, the receiving school may undertake further review, assessment, or transition planning processes to determine appropriate placement, provision arrangements, and support requirements within the receiving school's educational setting and current provision model.
d. Existing support arrangements, specialist pathways, staffing allocations, or accommodations in the current school do not automatically transfer and may be reviewed in accordance with the receiving school's available provision, cohort profile,

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staffing, and operational capacity.

13. Acceptance of Policies

a. By accepting a place at a Taaleem Premium School, parents/guardians agree to abide by all School rules, policies, and expectations, including those related to behaviour, respect for others, attendance, use of School equipment, field trips, and academic matters.
b. Intentional and proven breaches of the School's policies, including those on behaviour, anti-bullying, and social media use, may result in sanctions, including suspension from the School.
c. Invoicing and payments of tuition fees as well as any other mandatory and optional services provided by the School will be applied in line with applicable KHDA requirements and policies including the KHDA Registration and Refund Policy (or any other relevant applicable policy)[1].

14. Non-Compliance

Non-compliance with any established corporate policies may result in disciplinary action.

[1] Effective Academic Year 2026/27, where a new student enrols during the course of an academic year, the School will charge tuition fees commencing from the month of enrolment as per KHDA guidelines.

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Version Control

Version No.	Date	Details of Changes
1	June 2026	New policy created through consolidation of the former IB Admissions Policy, UK Admissions Policy and AAG Admissions Policy into a single Premium Schools Admissions Policy. Changes also made in line with internal process changes and latest requirements of the KHDA and ADEK policies.
2	Oct 2026	Modifications in Sections 9 to reflect changes as per ADEK

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