



## **Policy Title:** **Admissions Policy**

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**Approval Authority:** AIS Board of Trustees

**School Leadership Oversight:** Principal

**Effective Date:** August 2023

**Revision Date 1 :** May 2024

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**Compliance Date:** August 2024

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### **Introduction**

AIS is committed to maintaining a fair, transparent, and inclusive admissions process that reflects the school's mission, values, and compliance with the Abu Dhabi Department of Education and Knowledge (ADEK) regulations. This policy sets out the guiding principles and procedures for student admission, registration, and re-enrollment to ensure that all applicants are treated equitably and that decisions are made in the best interest of each learner. AIS upholds equal access for all students, including those with additional learning needs, in accordance with Federal Law No. (29) of 2006 and the ADEK School Inclusion Policy, ensuring that every student has the opportunity to participate fully in school life.

### **Purpose**

- Ensure a fair, transparent, and consistent admissions process in alignment with ADEK regulations and school values.
- Define the criteria, procedures, and timelines governing admission, registration, and re-enrollment at Abu Dhabi International School.
- Support the inclusion of students with additional learning needs by outlining equitable and non-discriminatory admission practices.

### **Definitions**

- **Additional Learning Needs (ALN):** Individual requirements for additional support, modifications, or accommodations within the school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who experience special educational needs and/or additional barriers to learning, access, or interaction in a given context (e.g. dyslexia, hearing or visual impairment, twice-exceptionality, or giftedness).

For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require accommodations for assessments. Similarly, a student with a hearing impairment

may require adaptive or assistive technology and physical accommodations (e.g. seating at the front of the class to support lip-reading) to access learning.

*In line with ADEK terminology, the school uses the term Students with Additional Learning Needs (ALN) throughout this policy. The International Baccalaureate (IB) uses the term students with access requirements in its documentation.*

- **Admission:** The process by which students are accepted to the school, up to and including enrollment and registration.
- **Clinical Assessment Report:** A report arising from the assessment of a student conducted by a clinical psychologist, educational psychologist, speech and language pathologist, medical doctor, or other suitably qualified professional.
- **Documented Learning Plan (DLP):** A plan outlining personalized learning targets, curriculum modifications, additional support, or learning tools agreed upon by school staff, parents, and students (where appropriate). This includes Individual Education Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), and Advanced Learning Plans (ALP), and may address identified academic, behavioural, language, or social-emotional needs.
- **Equivalency:** The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it equivalent to the UAE General Education Certificate (Al Thanawiya), in accordance with relevant ministerial decrees and amendments.
- **Registration:** The process by which a child's information is uploaded to eSIS and the school's management system.
- **Retention:** An exceptional circumstance in which a student remains in their current grade or year level rather than being promoted with their peers.
- **Sending School:** The school from which a student transfers.
- **Student Transfer:** The process of a student permanently leaving one educational institution to attend another.

## Policy

### 1. Application Process

- The school shall process all applications on a first-come, first-served basis, giving priority to applicants as outlined in the *Priority Admissions* section.
- Admission shall be subject to seat availability within each grade level.
- When no seats are available in the requested grade, the applicant's name shall be placed on a waiting list, and parents or guardians shall be notified once a seat becomes available.
- Prospective parents and students are encouraged to schedule an appointment to visit the school and tour the facilities prior to registration.

## 2. Grade Levels for Admission

- Admission shall be open for students from Pre-School to Grade 11.
- The school shall not accept new applications for Grade 12.
- To be eligible for graduation, students must complete both Grades 11 and 12 at Abu Dhabi International School.

## 3. Age Requirements

- Applicants must meet the age requirement corresponding to the grade level applied for, as determined on September 1 of the academic year.
  - **Preschool:** Children turning **2 years of age** between **1 January and 31 December** of the year of admission are eligible for **Preschool**.
  - **KG:** Children turning **3 years of age** between **1 January and 31 December** of the year of admission are eligible for **KG**.
  - **Prep:** Children turning **4 years of age** between **1 January and 31 December** of the year of admission are eligible for **Prep**.
  - **Grade 1:** Children turning **5 years of age** between **1 January and 31 December** of the year of admission are eligible for **Grade 1**.
- **No exceptions** shall be made for applicants whose ages fall outside the approved range, including those transferring from abroad.

## 4. Inclusivity and Equal Access

- The school upholds a non-discriminatory admissions policy and shall not discriminate on the basis of nationality, ethnicity, color, religion, creed, gender, language, disability, or medical condition.
- Inclusive education is recognized as a fundamental right of every student. No learner shall be denied admission or excluded from participation in school life on the basis of additional learning needs, provided that the school has the capacity and resources to accommodate them effectively.
- The school shall take all reasonable measures to ensure equitable access and support for students of determination and those with additional learning needs, in alignment with Federal Law No. (29) of 2006 and the ADEK Inclusion Policy.

## 5. Priority Admissions

- When the number of applicants exceeds available seats, the school shall apply the following order of admission priority:
  1. Children of AIS faculty and staff members
  2. Siblings of current AIS students
  3. Former AIS students returning to AIS
  4. Children of AIS alumni
  5. All other applicants who meet admission requirements

## 6. Application Requirements and Parent Responsibilities

- Parents or guardians must complete the official school application form in full and submit all required supporting documents within the specified timeline. Incomplete applications shall not be processed.

- Parents are required to disclose all known information about their child’s educational, medical, behavioral, and social needs to ensure transparency throughout the admissions process.
- Failure to disclose significant information or submission of false or misleading details may result in withdrawal of the admission offer or cancellation of enrollment.
- Parents must submit all relevant documentation, which may include:
  - Clinical or psychological assessment reports
  - Documented Learning Plans (if applicable)
  - Previous school reports and transfer certificates
  - Medical records or reports outlining diagnosed conditions or allergies
- The school reserves the right to verify the accuracy of submitted information and to request additional documentation when necessary.
- Parents must promptly inform the school of any changes to their child’s personal, medical, or contact information to maintain accurate and up-to-date records in compliance with ADEK requirements.

## **7. Offer and Withdrawal of a Place**

- The school shall issue an official offer letter once a student’s application has been approved by the Admissions Committee.
- The offer letter shall clearly specify its validity period and outline the required steps to complete enrollment within the stated timeframe.
- The offer letter shall be withdrawn under the following circumstances:
  - When the parent or guardian fails to complete the enrollment or re-enrollment procedures within the specified deadline.
  - When it is verified that admission was obtained fraudulently, including the submission of false or misleading information or documents.
- Parents shall be notified in writing of any withdrawal of offer.

## **8. Admission Information and Document Requirements**

- Applicants must submit a complete application form, including personal, parental, educational, and medical information.
- All documents must be submitted in English or Arabic. Documents in other languages must be officially translated (not by the parent).
- The following documents are required:
  - One recent passport-sized photo
  - Copies of the applicant’s birth certificate, passport, residence visa, Emirates ID, vaccination card, and latest school report
  - Copies of the sponsoring parent’s passport, residence visa, and proof of residence (e.g., water/electricity bill)
- Applicants transferring from another Emirate or country must submit the transfer certificate and attested school reports in accordance with ADEK attestation and equivalency guidelines.
- Medical and vaccination records must meet Department of Health (DoH) immunization requirements. Students without vaccination cards may be admitted conditionally but must complete all required immunizations within the school year to re-register for the following academic year.

## 9. Interviews and Placement Tests

- Parents and applicants shall meet with the Admissions Committee to ensure shared understanding of the school's educational philosophy and expectations.
- Kindergarten applicants shall attend an orientation session to observe developmental readiness through play and interaction.
- Applicants for Grades 1–11 shall complete a placement test to identify academic strengths, learning styles, and areas requiring support. Results shall be used only to inform instructional planning, learning support, or grade placement, not to determine admission eligibility.
- Following assessment, parents shall meet with members of the Admissions Committee to discuss results and any recommended support or bridging plan.
- For admitted students performing significantly below grade-level expectations, the school may recommend retention in the current grade or participation in a bridging or remedial program in line with ADEK guidelines on student placement and promotion.
- Students applying for admission into specialized or external programs—such as the British Curriculum, International Baccalaureate (IB), or Advanced Placement (AP)—may be required to sit for a placement test to determine their readiness and suitability for the program.
- Admission to these programs shall be subject to meeting the specific entry requirements and academic standards established for each program, as defined by the school and in alignment with ADEK's curriculum policy and program accreditation requirements.

## 10. IBDP Admissions Process

- Applicants to the IBDP are required to submit a completed Student Application Form together with all required supporting documentation. Mandatory documents include:
  - A letter of recommendation from the applicant's current or previous school
  - Grade 9 academic transcript
  - Grade 10 progress reportIncomplete applications will not be reviewed. Upon receipt of a complete application, all materials are forwarded to the IBDP Selection Committee for evaluation.
- Applicants who demonstrate strong potential during the initial application review may be invited to submit a Letter of Intent of up to 2,500 words. The Letter of Intent is used to assess the applicant's academic interests, personal goals, motivation, and understanding of the academic and personal demands of the IBDP. Applicants respond to guided prompts designed to evaluate reflection, independence, and commitment to the programme.
- Shortlisted applicants are invited to participate in a formal interview with the IBDP Selection Committee. The interview provides an opportunity to discuss the applicant's academic readiness, motivation for entry into the IBDP, intended subject choices, and long-term goals. The interview also enables the committee to assess communication skills, commitment, and overall suitability for the rigor of the programme.
- Final admission decisions are made by the IBDP Selection Committee based on a holistic review of the applicant's academic record, Letter of Intent, interview performance, and demonstrated alignment with IBDP expectations.

## 11. Additional Learning Needs (ALN)

- The school adheres to Federal Law No. (29) of 2006 and the ADEK School Student Administrative Affairs Policy concerning the rights of students with disabilities and additional learning needs.
- Students with additional learning needs shall not be denied admission, provided the school has the capacity to support them effectively.

- The school shall:
  - Prioritize the admission of students with additional learning needs and their siblings.
  - Request original clinical assessment reports from qualified specialists.
  - Provide targeted transition support for students entering school for the first time, transferring from specialized or alternative settings, or returning from abroad.
  - Ensure any admissions assessments are used only to inform support, not to deny admission.
  - Record and maintain data for all ALN students on ADEK’s eSIS ALN module.
- Placement decisions for students with additional learning needs shall follow the AIS Inclusion Policy.

## **12. Transition for New and Transfer Students**

- The school shall take all necessary steps to ensure a seamless transition for new and transfer students.
- The school shall obtain the student’s records from the sending school in accordance with the ADEK School Records Policy. For transfers within the Emirate, the school shall update the student’s registration on both ADEK’s eSIS and the school’s internal system.
- When students transfer from a school following a different curriculum, the school shall inform parents in writing of any potential risks related to curriculum change, particularly regarding equivalency to the UAE General Secondary Education Certificate (Al Thanawiya), in line with the ADEK School Curriculum Policy.