ADMISSION POLICY 25-26

International School of Creative Science

Nad Al Sheba

Admission Policy

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Section 1: Policy

- The International School of Creative Science (ISCS), prides itself on having an admission policy that does not discriminate against any child or family. All children are welcome to apply to ISCS, regardless of race, colour, ethnic origin, religion, ancestry, or gender.

Section 2: Purpose

- To ensure clear, fair, and transparent admission and registration procedures.
- To ensure a diverse student body and a non-discriminatory policy for students.
- To ensure impartiality in administering its educational policies, scholarship program, and other school-administered programs.

Section 3: Entry Criteria - General

Admission to the International School of Creative Science (ISCS), will be conducted as per the following criteria:

- A first come - first serve basis in a fair manner.
- An interview and/or entrance test for each phase and grade level.
- All students must meet the age level requirements, academic grade level requirements, and display readiness.
- Prospective parents are required to complete an online registration form, which constitutes the basis of the application to the International School of Creative Science (ISCS)
- If a child has an additional need, then an immediate meeting with his/her parents must be held to develop a plan for appropriate provision to meet the additional or behavioural needs.

Specific Grade-Level Admissions

FS1, FS2 and Year 1:

The admission process for EYFS and Year 1 aims to provide a holistic view of each child's abilities and readiness for the Early Years and Year 1. By involving multiple staff members and incorporating various learning areas, we ensure a thorough assessment. Additionally, our commitment to inclusion ensures that every child's unique needs are considered, and parents are supported in fostering their child's growth and development.

Step 1: Registration

Parents can initiate the admission process by filling out the registration form either online or by visiting the registration office. The form collects essential information about the child, ensuring a smooth and efficient admission process upon meeting the admission requirements.

Step 2: Admission Observation Scheduling

Upon successful registration, EYFS/Year 1 students go through the interview process, which includes a variety of group, play-based, oral assessments. No written assessment is required for these grades. Individuals or groups of students are observed during scheduled sessions to assess their readiness for school or progression into Year 1

Step 3: Classroom Observation

- The observation takes place in designated classrooms specially designed with different learning stations.
- Teachers and Teaching Assistants (TAs) are present to observe the students.
- Students participate in various activities focusing on social-emotional development, physical development, Math, English, and Arabic communication, cognitive skills, and English and Arabic writing.

- The complexity of questions is tailored to the year group they are seeking admission to.

Step 4: Post-Observation Procedures

- After a 15–20-minute observation period, teachers and TAs provide detailed feedback on each student's performance.
- The Head of EYFS/Primary collects observation feedback from the staff.

Step 5: Feedback and Tips

- The school communicates feedback to parents, discussing the child's strengths and areas for improvement.
- The school offers tips and suggestions to parents on how to support their child's development based on the observation.
- Resources and recommendations may be shared to enhance the child's learning experience.
- Depending on the case, another interview might be recommended to check on the progress the child made after considering the recommendations from the school.

Step 6: Additional Observation (if needed)

- If a concern is raised during the observation, a second observation meeting should be scheduled with the inclusion staff to address specific needs.
- Inclusion staff participate to provide specialised insights.

For **FS1 and FS2** students' admission, the following are the main criteria of eligibility to the offered curriculum:

- Be age appropriate for requested year group.
- Be able to separate from their caregivers and demonstrate a readiness to participate in the classroom.
- Be bathroom independent.
- Be able to engage in an activity following direction.

- Be able to demonstrate fine and gross motor skill development at age-appropriate level.
- Be able to identify colours.

Year 1:

For **Year 1** students' admission, the following are the main criteria of eligibility to the offered curriculum.

- Be age appropriate.
- Be bathroom independent.
- Be able to engage in an activity following directions.
- Be able to demonstrate fine and gross motor skill development at age-appropriate level.
- Be able to identify colours and shapes.
- Be able to write their name.
- Be able to identify numbers one to twenty and write one to twenty.
- Demonstrate early reading skills.
- Recognise letters of the alphabet with appropriate sounds.

Year 2 to Year 10

The International School of Creative Science employs a holistic approach to evaluate students for entrance into the Primary/Secondary school. The evaluation process includes some or all of the following:

- A review of the student's application
- A review of past school records
- One-to-one interview (10-15 minutes)
- Digital entrance assessments (60 – 90 minutes) that consist of:
  - A digital English exam (Reading skills, Language conventions, and writing section) as per the year group curriculum expectation.
  - A digital Mathematics exam as per as per the year group curriculum expectation.

    o   A digital Arabic exam (Reading skills, Language conventions, and writing section) as per the year level MOE National Document Learning Outcomes.

Year 11

Entry to year 11 is strictly dependent on the existing IGCSE course selection and curriculum alignment.

Students will be assessed in all IGCSE subjects based on End of Year 10 expectations.

Students must achieve a minimum of a C/5 grade in their entry assessments including Mathematics, English and Science.

When existing IGCSE subjects are not on offer, an option for self-study will be provided, with students able to use the school as an exam centre for specified subjects only.

Year 12

Entry into Year 12 requires students to achieve 5 GCSE or IGCSE courses with grades: (A *, A, B, C,) or (4 to 9). These 5 courses must include:

    · Mathematics

    · One of the science subjects (Physics, Chemistry, Biology) or Combined Science Subject

    · One of the following two English subjects: either English Language or English literature.

In addition, students must have obtained a minimum grade of A/7 to study any of the following A levels:

- A level Mathematics- Minimum requirement grade A/7 in IGCSE Mathematics
- A level English- Minimum requirement grade A/7 in IGCSE English
- A Level Biology/Chemistry/Physics- Minimum requirement grade A/7 in IGCSE Biology/Chemistry/Physics
- For all other A level subjects, a minimum grade of B/6 is required in the relevant subject area.

Students coming from other curriculum schools should meet UAE equalisation requirements from their respective curriculum.

Year 13

Entry to year 13 is strictly dependent on the existing A-Level course selection and curriculum alignment.

Students must have achieved a minimum of a C grade in their AS qualifications in Year 12 in order to continue to their A level Course.

In addition, students must have achieved 5 GCSE or IGCSE courses with grades: (A *, A, B, C,) or (4 to 9).

Students who do not have existing AS-Level qualifications will be given the opportunity to study AS-Levels only.

Section 4: Registration procedures for new admissions

- Parents can initiate the admission process by filling out the registration form either online or by visiting the registration office. A tour of the school will be scheduled if requested by the parents.

- An interview and a test are scheduled for the students and the parents are informed, via phone and email, of the date and the time. The e-mail will remind the parent of assessment time/date, missing documents, and a non-refundable application fee of AED/- 500 (excluding VAT)

- The interviews and assessments will be done by a member of the admissions committee which consists of one or more of the following:
  - Head of Section/Head of Year
  - Head of Inclusion
  - Career Counsellor
  - Trained teachers
  - A member of the school registration team

Any important academic, pastoral or health requirements will be disseminated by the admission committee to the concerned Staff.

Upon the completion of the admission process (interview & entrance exams), the application is reviewed, and the final approval/rejection is given by the Head of School/Principal/Vice Principal accordingly.

- If the student is accepted, then an "Admission Offer Email" will be sent to the parent/guardian asking them to proceed to the registration office to complete

the application form and submit the required documents. The student will then be officially registered and will have a family number on the school records.

- Upon receipt of the family number, the parent/guardian can proceed to accounts to pay a non-refundable registration fee (AED 2000 per child) deducted from the tuition fee. The remaining tuition fees will be paid in cash or in post-dated cheques up to three instalments, as per the school fees collection policies which are aligned to the policies of Knowledge & Human Development Authority in Dubai (KHDA).

- The registration fee can be paid either online via Edunation or at the cashier's office in the school, whichever is convenient for the parent.

Important Guidelines when filling the Application Form:

o All relevant information on the application form must be declared including details of disciplinary, social, physical, medical, or psychological problems and any possible learning support needs.

o If the school learns that relevant information has not been revealed or false disclosures have been made, any offer of a place may be withdrawn, even if the child has already begun to attend school.

o Dates, telephone numbers and email addresses are readable; ensure all pages are signed by the parent/guardian, especially the Fee Regulations and Parent/Guardian Declaration pages.

Procedures in case of Rejection:

- If the student fails the interview due to a severe learning disability that the school cannot accommodate for or due to a severe behavioural concern that may risk the safety and learning of the student and/or other students, or due to a severe language barrier, the school has the right to reject the application providing the reasons for the rejection.

- If the student is rejected due to failing the entrance exam, the parent/guardian has the right to request a retest for the child within a week of the first test. The child will be eligible to join the school if he/she passes the entrance Re-exams, and the parent/guardian may proceed with the registration process.
- In case of rejection, the Registration Officer should meet with the parent/guardian and explain the reasons for the rejection.

Section 5: Admission Documents:

To facilitate the admission process of the student, we require that the parent/guardian submit the following documents and sign all acknowledgment forms at the time of admission to accompany the completed application form.

It is the responsibility of the parent/guardian to provide the documents listed below. By completing and signing the declaration and medical forms, the parent/guardian accepts this responsibility. The school will not be held responsible if the Ministry of Education/Education Authority refuses to register a child for any reason including missing any of the documents listed below.

- o Completed online Application form
- o Attested original end of year school report and 'to whom it may concern' letter from the child's current school.

  ** *For any new student seeking to join Year 11 and above, they must provide a report card showing end of year results for Year 10. In addition it is the parents' responsibility to provide MOE Equivalency Certificate for any student seeking admission to Year 11 and above who attended a different curriculum (e.g., American, etc.) to secure admission. This must be provided before the student can officially attend school.*

- o Copy of child's, father's & mother's passports with valid residence visa (for Expats).
- o Original child's Emirates ID card & copy of it.
- o Copy of each parent's Emirates ID card.
- o Copy of child's birth certificate.
- o Copy of family register (for UAE applicants only).

o Copy of child's vaccination certificate.

o Two recent passport sized photographs of a student.

o A clear copy of the attested original end of year school report if the student studied outside of the Emirate. (to be submitted to Education Authority officer before the student attends the school)

o A non-refundable registration fee (AED 2000) is required to be paid at the time of registration.

o Acknowledgment forms required by the school (Canteen, Mobile Device Management enrollment form (MDM), social media consent, external benchmark assessments, Bus Transportation policy, Ministry of Health student's medical information form)

Transfer between ISCS Schools

Students seeking admission to another ISCS school within the BEAM group are not required to sit admissions test. Admission will be based on the student's most recent report card/iGCSE/AS-Level results, with particular consideration given to academic progress, attendance, and behaviour. The receiving school is responsible for contacting the previous ISCS school for additional references where required. Any additional reports provided by the previous ISCS school will also be taken into account. Should there be any concerns regarding academic performance, attendance, or behaviour, parents/carers will be invited to meet with school leadership to discuss the suitability of the admission and any necessary support measures.

Transfer Certificate Issuance and Attestation Requirements:

Options	Place of issuance	Attestation Procedures
A	Transfer from within BEAM School	If the student transferred from another BEAM school, the parent/guardian must contact the current school's KHDA secretary to request a transfer certificate for the student along with a Common Transfer Form (CTF). This will be sent by the secretary to the new school directly.

B	Private school in Dubai	If the student transferred from a private school in Dubai that follows Dubai Knowledge & Human Authority regulations, the parent/guardian must contact the previous school KHDA secretary to request a transfer/leaving certificate for the student and submit it to the new school at the point of registration.
C	Government school or Private school from another Emirate in UAE	A Copy of final Report card (Attested from Education Zone/ Private School Regulators). Transfer Certificate between UAE Emirates to a private school (Attested from Education Zone/ Private School Regulators) and a leaving certificate from a government school (Attested from Education Zone/ Private School Regulators).
D	Out of UAE	The following requirements must be completed in these countries before moving to UAE: Latest school report issued from GCC, USA, Western Europe, Australia, and Canada do not need attestation; report cards signed and stamped from the school and ministry of education will be accepted. Latest School report issued from Africa, Asia, Eastern Europe, or South America, require attestation from the Ministry of Education in the country where the student studied and from Ministry of Foreign Affairs and from the UAE Embassy of the country.
In all cases, the school certificates and other documentation should be in either Arabic or English. If another language is used, it must be legally translated and authenticated as with other documentation.		

Age/Year Cut-Off

ISCS places students in age-appropriate year levels in accordance with the KHDA regulations.

Students who are registered in a school in the UAE and are being promoted to higher year groups are exempted from the updated age requirements.

The Cut-off date for all Grades/Years is 31st August.

Age	American/MOE Curriculum	British Curriculum
3	Pre-KG	FS 1
4	KG 1	FS 2

5	KG 2	Year 1
6	Grade 1	Year 2
7	Grade 2	Year 3
8	Grade 3	Year 4
9	Grade 4	Year 5
10	Grade 5	Year 6
11	Grade 6	Year 7
12	Grade 7	Year 8
13	Grade 8	Year 9
14	Grade 9	Year 10
15	Grade 10	Year 11
16	Grade 11	Year 12
17	Grade 12	Year 13

Section 6: Registration of Students with Special Educational Needs or Disabilities (SEND)

At the International School of Creative Science, we believe passionately in the importance of inclusion for all our children and adults, and we strive to make sure these values are at the heart of our inclusion practices and ethos. We are strongly committed to becoming a fully inclusive school and we set high expectations and ambitions for all our children and expect them to participate in every part of school life, with a key focus on their wellbeing and progress.

Admission Policy for Acceptance

Upon filling in the registration form, the parent/guardian must disclose any special needs and submit any reports related to the student before joining the school to help the concerned staff provide a high standard of provision for the student. If the student has a history and is already diagnosed by an attested medical or psychological authority, then the school Administration and the inclusion team determine the extent to which the school is equipped to accommodate the special educational needs of new student applicants.

Conditional acceptance is provided based on the needs of the student and the way accommodation will be made in the least restrictive way possible.

It is necessary and appropriate for the Inclusion Team, Principal/Vice Principal, administration, teachers, and parents (as needed) will accommodate the learning

needs of the student through a carefully constructed Individualised Education Plan (IEP).

Parents whose children require additional support must sign a SEND service agreement concomitantly with the school Administration, Inclusion Team, and the teachers to facilitate the support for their children.

Subsequent Policy for undisclosed SEND at the time of admission

- ISCS is a fully inclusive school accepting children with learning difficulties and special educational needs. It is essential that parents disclose all information regarding their child's individual needs to ensure ISCS can provide appropriate support. Failure to disclose relevant information at the time of application may result in the withdrawal of a place.

- The school retains the right to provide intervention, accommodation or support for parents who do not disclose their children's special need, learning difficulty, or disability but are identified of having one during entrance exams or post admission to the school.

- While the school can use some screening tools, the school does not provide a service for the diagnosis of special needs, or the necessary resources to acquire one. In instances where it becomes evident that the school cannot sufficiently address the student's specific needs through reasonable adjustments or the provision of additional support and where screening has indicated that further evaluation is required, the school will recommend referring the student to an external agency for a thorough evaluation to effectively identify possible underlying barriers and provide details of support required. Additionally, the school will propose the development of an Individualised Education Plan (IEP) upon receipt of a report where it indicates this is warranted.

The Inclusion Team at ISCS aims to provide all students with the opportunity to achieve their best academically, emotionally and socially. Below is a flow chart which highlights the admission process for any student that may have additional needs. All potential students are not refused admission based on their SEND diagnosis. Priority

admission is provided for a student of determination with a sibling already on roll in the school.
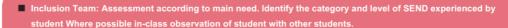
Admission Process Chart

Needs Unknown

- Aware student may have additional needs (registration or Assessment staff)
- Parents are not aware/ did not disclose

- Student undertakes School Assessment. Results and observations highlight additional needs.
- Inclusion team will attend the assessment on the day or on a rearranged date.
- Discussion with parents regarding students' needs.
- Permission request to contact previous educational placements.

Needs Known

- Parents shared details of additional needs of student
- Contact parents and discuss students' needs.
- Parents needs to submit previous school report with IEP and medical reports if applicable and required

- Student undertakes School Assessment. Results and observations highlight additional needs.
- HOI will attend the assessment on the day or on a rearranged date.
- Discussion with parents regarding students' needs.
- Request for outside agency reports if applicable and complete the medical information release form (2).
- Permission request to contact previous educational placements.

- Inclusion Team: Assessment according to main need. Identify the category and level of SEND experienced by student Where possible in-class observation of student with other students.
- Produce an assessment of educational need (HOI) REPORT (referring to medical reports and information from previous educational placements).
- Meeting with panel.

Wave 2   Wave 3

LSA support if recommended by the Head of inclusion
Addition to SEN register, Target Tracker and Provision Map
Initial IEP meeting (parents, teachers, LSA and to plan support and provision.

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If student's needs are beyond the capacity of Wave 1 Quality First Teaching, discussion to take place regarding LSA provision in Wave 2 / 3. To be reviewed every term. Appropriate paper work and processes to be explained to parents. If formal screening needed ,letter will be shared with parents

take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure.

Special Education Program in ISCS

Based on the Inclusion Department's decision and the Parents' and Principal's approval, the student with SEND is subjected to either a "Push In" program, "Pull Out" program or both.

In the "Push In" program, the student with SEND gets the required support inside the mainstream classroom with his/her peers where the teacher uses the strategies that suit his/her type of disability in addition to the most suitable accommodations.

In the "Pull Out" program, the student with SEND is being withdrawn from the mainstream classroom for identified lessons to receive individual support in the school resources room with a support teacher through a one-to-one or small group teaching approach.

The second program is often used when the student with SEND has an Individual Education Plan (IEP) with modification of curriculum based on SEND area of needs.

Please refer to the Inclusion Handbook for further information.

Section 7: Admission of English Language Learners

The admission of English Language Learners (ELL) who might have language barriers is based on an assessment of their levels of English language acquisition through the stipulated entrance assessments (see above)

If students with ELL are admitted, teachers will employ differentiated instruction techniques to cater to the diverse needs of these students in the classroom. If students require further intervention beyond the classroom, the school may recommend a literacy support program to support English Language Learners (ELL) to enhance their language proficiency. **This is a charged service.** In some cases, where further

assessment is required, parents will be required to sign an undertaking to introduce chargeable intervention services if the need arises once the student has started school.

Section 8: Acceptance of Policies

Parents/guardians whose children are granted admission to ISCS agree to acceptance of all school rules, policies, and expectations, especially regarding behaviour, respect for others, attendance, use of school equipment, field trips and academic matters. Proven and intentional breaches of the school's policies including behaviour, anti-bullying and social media use may result in sanctions including suspension from the school.

Section 9: Renewals and Reregistration

For renewal of registration of continuing students, parent/guardian should:

- Update their information.
- Complete the online re-registration form.
- Proceed to the accountant to pay the renewal fees.

Section 10: Discount Schemes 2025/26

School Discount - 2025/26
ISCS Nad Al Shaba

Sibling Discount			
	Before AY 23-24	AY 23-24	AY 24-25 & Onwards
1st Child	No Change	0%	0%
2nd Child	No Change	5%	5%
3rd Child & above	No Change	15%	10%

Quran Memorization (on net fees)	
20-29 Juz'	15%
Full Memorization	25%

Dubai Police (on net fees)	
Police and Armed Forces	10%

DEWA Discount (on net fees)		
	24-25	25-26
DEWA Employees	10%	0%

KHDA (on net fees)	
KHDA Employees	10%

GL Progress Test + IGCSE (on net fees)	
High Achievers	up-to 15%

FS 1 Discount (on net fees)	
FS 1 Students	5%

Referral Discount (on net fees) (on the youngest child fees)	
1 Child Referred	5%
2 Children Referred	7.5%
3 & above Children Referred	10%

Note: DEWA Discount to be retained for existing students only

Discount Application Guidelines

A) Any discount can be combined only with sibling discount where "NET" fees is mentioned.

B) For Net Fees calculation:

1st step: Apply sibling discount on gross tuition fees.

2nd step: Apply second applicable discount on the REMAINING fees.

C) Wherever it is mentioned "GROSS" fees, only the HIGHEST discount is to be offered.