

Admissions Policy



مدارس دبي
DUBAI SCHOOLS



Policy Details

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1. Purpose

The purpose of this Admissions Policy is to establish a clear, transparent and consistent framework for admission to 'Dubai Schools'. It sets out the principles, criteria and procedures that govern admissions and ensures that all applications are considered fairly, equitably and in accordance with applicable KHDA and UAE regulatory requirements.

The policy reflects the commitment of 'Dubai Schools' to inclusion, diversity and non-discrimination, while ensuring that admissions decisions take appropriate account of each student's individual needs and each school's capacity to provide appropriate educational provision, support and pastoral care.

2. Scope

This policy applies to admissions across all schools within the 'Dubai Schools' group, operated by Taaleem:

- a. Dubai Schools Al Khawaneej (DSK)
- b. Dubai Schools Al Barsha (DSB)
- c. Dubai Schools Nad Al Sheba (DSN)

The policy applies to all applications for admission, including new admissions, admissions to subsequent grade levels and, where applicable, transfers between 'Dubai Schools'.

The policy should be read in conjunction with applicable KHDA and UAE Ministry of Education (MoE) requirements and relevant 'Dubai Schools' and Taaleem policies and procedures.

3. Context and Guiding Principles

3.1 Inclusion and Diversity

'Dubai Schools' are non-discriminatory schools committed to providing high-quality education for students of all nationalities, aged 3 to 18 years. The schools are committed to inclusion and diversity and welcome students from all segments of society, including Students of Determination, Gifted and Talented students, and those requiring additional learning or language support.

'Dubai Schools' recognise the value of inclusive education in enabling students of different backgrounds, abilities and experiences to learn, develop and thrive together within a supportive and inclusive community.

Admissions practices seek to ensure that each placement represents an appropriate match between the individual student's profile and the school's capacity to provide effective educational provision, support and pastoral care, in the best interests of the student.

3.2 Curriculum and Educational Provision

'Dubai Schools' offer an American curriculum based on the New York State Education Department (NYSED) standards. The curriculum promotes academic excellence, global citizenship and the development of future-ready skills, while remaining firmly rooted in the culture, heritage and values of the United Arab Emirates.

The curriculum is designed to challenge, inspire and support students of all ages and abilities, providing appropriate pathways and opportunities to meet individual learning needs and maximise each student's potential.

Recognising the international profile of the schools, the curriculum places a strong emphasis on Emirati identity, national values, traditions and heritage. Arabic Language, Islamic Education and UAE Social Studies are delivered in accordance with UAE Ministry of Education (MoE) requirements and the expectations of relevant regulatory authorities, supporting the preservation and promotion of Arabic language, Islamic culture and UAE national identity.

Through a broad and engaging educational experience, students are encouraged to develop a passion for learning, alongside respect, empathy and understanding for others. The curriculum reflects the core values of 'Dubai Schools', supporting students to be future-ready, build trust and empathy, practise collaboration and tolerance, preserve and celebrate culture, and pursue academic excellence.

All 'Dubai Schools' currently provide education from Kindergarten through Grade 9, with additional grade levels introduced annually as the schools progressively expand to Grade 12. Upon completion of Grade 12, graduates will receive an American High School Diploma that meets KHDA requirements for American curriculum schools, including the relevant UAE Ministry of Education requirements.

4. Admissions Policy Principles

'Dubai Schools' are committed to admissions practices that are fair, transparent, equitable and inclusive. The diversity of the student and staff community is recognised as a strength, and the schools seek to provide an environment in which all students have the opportunity to achieve their potential academically, socially and emotionally.

Admissions processes and subsequent transition into the school are underpinned by the following principles:

- a. **Effective transition:** Providing an appropriate induction and orientation programme to support each student's successful transition into the school.
- b. **Individual needs:** Seeking to provide high-quality learning experiences that respond appropriately to individual student needs and enable students to develop the skills, knowledge and understanding required for future success.
- c. **Care and belonging:** Promoting an ethos of care, mutual respect and support in which effort is valued, achievement is celebrated and students feel a strong sense of belonging.
- d. **Personal development:** Supporting students to become active, responsible, independent and caring members of the school, the UAE and the wider global community.
- e. **Appropriate educational provision:** Ensuring that admissions decisions consider the individual student's profile and the school's capacity to provide the educational provision, support and pastoral care required to enable the student to access and benefit from the curriculum.
- f. **Fairness and equity:** Applying admissions criteria and procedures consistently, transparently and equitably, in accordance with applicable regulatory requirements.
- g. **Inclusive admissions:** Ensuring that admissions processes support the principles of inclusive education and that applications from Students of Determination, Gifted and Talented students, and students requiring additional learning or language support are considered fairly and in accordance with applicable regulatory requirements.

5. Guidelines

a. **Prioritization**

Admissions applications are prioritized according to agreed criteria, including children of staff, siblings of students currently enrolled, UAE Nationals, and other applicants. All applications are considered subject to meeting the school's admissions criteria and the availability of places within the relevant year group.

Where demand exceeds available places, priority status enables early consideration but does not guarantee admission. Families who do not secure a place within the priority window may be invited to apply for a subsequent academic year.

b. **Cut-off Age for Year of Entry**

Dubai Schools follow the cut-off dates aligned with KHDA regulations which is the **31st of December** and follow the current grade the student has completed to admit them to the next grade. The current grade takes priority over age regarding the next grade to be promoted to; however, all students are assessed to ensure they are ready to enter the

next grade. From Grade 2 upwards, Dubai Schools follow on from the student's previous year group studied and support this with an assessment. On or before the 31st of December, the student must be of the appropriate age to join the grade.

*GR9 opens in academic year 2026-27 and subsequent grades will open one per year until Grade 12.

Table1: Grade to Age Comparison	
Grade	Age (by 31st December)
KG 1	4 Years Old
KG 2	5 Years Old
Grade 1	6 Years Old
Grade 2	7 Years Old
Grade 3	8 Years Old
Grade 4	9 Years Old
Grade 5	10 Years Old
Grade 6	11 Years Old
Grade 7	12 Years Old
Grade 8	13 Years Old
*Grade 9	14 Years Old
Grade 10	15 Years Old
Grade 11	16 Years Old
Grade 12	17 Years Old

The 31st of December is confirmed as the age cut-off date, in line with KHDA regulations. Although uncommon, there are some cases where a student may be eligible to enter a lower or a higher grade than their appropriate age cutoff grade. The entry grade must be agreed by

both parents and school and then approved by the KHDA after submission of documents showing the reasons behind this decision.

Placement outside the standard age-related grade group will only be considered in exceptional circumstances where there is clear evidence that such placement is in the student's best educational, developmental and social-emotional interests. Decisions will be informed by a holistic review of the student's educational profile (involving parents, academic leaders and remain subject to KHDA approval) and may take into account:

- a. Any variation from the standard age placement must be supported by documented evidence, agreed by the school leadership team (inclusive of the Head of Inclusion), approved by parents, and formally authorized by the KHDA prior to enrolment.
- b. The age cut-off requirements in the student's country of origin, particularly where future transition back into that education system may be affected.
- c. Successful completion of an equivalent grade group within another recognized curriculum or education system.
- d. Previous school reports, assessment information, academic attainment, social-emotional readiness and professional recommendations.
- e. Curriculum differences between education systems, where these may impact appropriate placement.

6. Application Process

Applicants must apply via the schools' website once admissions open. This will include completing an application form, a parent declaration and uploading relevant documents which include:

- Copy of student's passport (for applicants applying from overseas)
- Copy of student's residence visa (Expatriates)
- Copy of student's birth certificate
- Copy of student's Immunization record
- Copy of student's Emirates ID card (front and back)
- Copies of both parents' passports (for applicants applying from overseas)
- Copies of both parents' residence visas (Expatriates)
- Copies of both parents' Emirates ID cards (front and back)
- One recent passport size photograph of the student
- Emirate of Dubai issued Family Book (For UAE Nationals only)
- Copy of Leaving/Transfer Certificate from the current school.

- Where available, parents are encouraged to provide reports relating to additional learning, communication, developmental, behavioural or medical needs to support planning for an effective transition and appropriate provision. The absence of such reports will not prevent an application from progressing through the admissions process.

If applying for a scholarship, additional documents will be required. Please refer to the scholarship section.

Applicants will then be issued with a registration number and will be contacted regarding any missing documents to complete the application within a specified timeframe. It is also at this point that the school will request additional supporting information from the student's current/previous school including:

- A reference from the student's previous school, which may include (if relevant) information relating to safeguarding, counselling support, and additional learning support.
- The attendance record from the student's previous school
- For admission to all Grades the previous schools' academic records for two years will be requested, where appropriate, dependent on prior school experiences

An application fee of AED 525, inclusive of VAT, is required before the application can be processed. 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. Please note that payment of the application fee does not guarantee admission.

When applications exceed the maximum class number, the student is placed in a holding pool and will be contacted by priority, should a seat become available in the appropriate grade, within the current year.

Applications can open and close all year round for full paying students, pending availability in the appropriate grade.

a. Scholarship Applications

To apply for a Scholarship, parents will hold a Dubai issued Family Book and are expected to sign an agreement and submit additional supporting documents to the Admissions Office, including:

- A salary certificate for both parents.
- A copy of the student's Emirates ID
- A copy of both parent's Emirates ID

- Dubai issued family book.
- An education allowance (if applicable)
- The Social Benefit Certificate (if applicable)
- Other supporting documents as requested by the admissions office.

Scholarship documents need to be submitted yearly to establish continued subsidy eligibility.

Scholarships will also be reviewed on an ongoing basis with a specific focus on students maintaining consistently high levels of attendance and positive engagement with staff, as well as parents working proactively in partnership with the school.

Should a student's scholarship be under review due to lack of parental engagement and support and/or persistent concerns with the student's attendance or behavior, and the scholarship be subsequently revoked, parents have the right to appeal. This appeal process will be triggered by a formal letter from the parents submitted to the school's Superintendent and will be reviewed by the appeal committee.

Once scholarship applications have been received the following process will occur:

1. Scholarship applications will be verified, reviewed, and approved by the Government of Dubai.
2. All supporting documents will be submitted to the Government of Dubai for final approval of the Scholarship and eligibility.
3. Parents who submit incorrect information on the Scholarship application will face repercussions from the Government of Dubai.

Students who are applying for a scholarship will only be able to apply once within an academic year, commonly admissions open for scholarship subsidies for 2 weeks during Term 2. Should an application not be successful for the academic year applied for, a new application, with valid supporting documents, should be submitted the following year.

Scholarship applications that are complete within the specified timeframe will be given priority and incomplete applications, at the end of the admissions open window, will be disregarded.

Scholarship applications will undergo the same process in terms of invitation for assessment at the school as well as further assessment to establish English/Arabic language or learning support needs (as required).

b. Assessment on entry

The school is inclusive and will conduct assessments to provide information to teachers as to the student's academic readiness, English and Arabic language proficiency, numeracy, and learning profile. Assessments enable teachers to support a smooth transition into school, plan appropriately for learning and determine any additional

educational provision that may be required. All assessments are age appropriate and mandatory prior to an admissions decision.

Assessment outcomes do not determine admission in isolation. Admissions decisions are made following holistic consideration of assessment outcomes alongside previous educational information, discussions with parents, professional judgement and the school's ability to provide appropriate educational provision and reasonable support within the relevant educational setting.

Assessments will be used to:

- establish a baseline of current attainment;
- support class placement decisions;
- identify potential strengths and barriers to learning;
- inform educational planning and transition arrangements; and
- determine whether additional assess or review is required.

Table 2: Admissions Assessments Guidelines	
KG & GR1-2	KG and GR1 and GR2 students will be invited to an assessment and family interview designed to determine school readiness for foundational skills such as phonics, numeracy and social development.
Grade 3 -12	A CAT4 online test will be used as a benchmark of cognitive aptitude for new students to understand students learning styles. In addition, the school will assess numeracy skills and literacy skills in Arabic and English using a paper-based assessment.

**All students should be fully toilet trained (both urinary and faecal) by the time of starting Pre-K (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*

c. Applicants who require additional learning support and Students of Determination

Dubai Schools welcomes Students of Determination and operates in accordance with the Dubai Inclusive Education Policy Framework (2017), the Directives and Guidelines for

inclusive education (2020), and relevant guidance issued by the Knowledge and Human Development Authority (KHDA). All Dubai Schools will ensure that:

- a) The method and tools used for the entry assessment process are age-appropriate and reflect the student's stage of development
- b) Information arising from the entry assessment process informs school-based provision planning processes in preparation for the admission of students of determination
- c) The completion of a medical assessment or a medical diagnosis is not identified as a condition for the student's participation in the entry assessment process or for enrollment into the school
- d) Priority admission is provided for a Student of Determination with a sibling already on roll in the school.

Where a student is identified as requiring additional learning support, either through information provided by parents or during the admissions process, the Head of Inclusion will become involved in the admissions process and may undertake additional observations, assessments or discussions to develop a comprehensive understanding of the student's educational profile.

Students may be identified through:

- information disclosed by parents;
- previous school documentation;
- specialist reports where available;
- admissions assessment activities; or
- professional observations during the admissions process.

Where appropriate, the Head of Inclusion may request parental consent to obtain additional information from the student's current or previous school or to visit the student's existing educational setting.

Where appropriate, a multidisciplinary review (or Team Around the Child meeting) will be convened involving the Head of Inclusion and relevant academic leaders to consider:

- assessment outcomes;
- previous educational information;
- specialist reports where available;
- existing cohort profile;
- staffing and resource considerations;
- health and safety considerations where appropriate; and
- the school's current capacity to provide appropriate educational provision within the relevant year group.

The purpose of this review is to identify the provision, reasonable adjustments, support strategies and resources required to enable successful participation within the school and to inform an appropriate admissions recommendation.

Following completion of the review process, the Head of Inclusion will provide an admissions recommendation to the Elementary or Secondary Principals, who retain responsibility for the final admissions decision.

The assessment process is not a pass/fail process. It forms part of a holistic review that considers academic readiness, social-emotional development, previous educational information, wellbeing, support needs and the school's ability to provide an appropriate educational programme.

In exceptional circumstances, where the school is unable to provide an appropriate educational programme within its current provision, a decision of non-admission may be made. In such cases, the school will:

- follow KHDA's non-admission procedures;
- provide parents with written reasons for the decision;
- complete all required KHDA reporting requirements.

Where a conditional admission is offered (see post-assessment procedure), the conditions will be clearly documented, agreed with parents and reviewed within agreed timescales.

Where an Individual Learning Support Assistant (ILSA) is identified as necessary following the admissions review process, this will be determined by the Head of Inclusion in consultation with parents and Elementary / Secondary Principals. Any support arrangements will be based on the student's individual educational needs and documented prior to enrolment where applicable. The ILSA is to be funded and provided by the parents. The school will support in training and monitoring the impact of the individual learning support assistants.

The school may recommend further specialist assessment or external professional advice where this would support educational planning. Such recommendations are made in the best interests of the student and will never be a condition of admission.

Where significant and persistent barriers to learning are identified following admission, the school will seek to implement appropriate educational provision and reasonable adjustments in accordance with its Inclusion Policy. Additional provision may, where appropriate, involve specialist services or additional resources which may involve additional costs to the parent and involve outside agency involvement. This may be long or short-term dependent upon the nature of the need and the progress made by the student.

Successful inclusion is supported through an effective partnership between school and parents. Parents are expected to engage openly in the admissions process and work collaboratively with the school to support appropriate educational planning and provision. Parents are expected to:

- disclose relevant educational, developmental, behavioural, medical or wellbeing information that may impact educational planning.
- provide previous school reports and specialist documentation where available;
- work collaboratively with the school, and other partner agencies, where further assessment or review is recommended.

This will be monitored for all students on a scholarship-based enrolment related to the parent contract that has been signed.

d. Applicants who require additional support for English (English Language Learners or ELL)

English is the main language of instruction at Dubai Schools. While many students have English as an additional language, some applicants may have limited or no English proficiency at the point of application. Dubai Schools is committed to providing appropriate support to enable students to access the curriculum and participate fully in school life.

The purpose of the ELL admissions review is to identify the language acquisition support and reasonable classroom adjustments required to enable successful access to learning rather than to determine admission based solely on English language proficiency.

If a student is identified as requiring ELL support, either through information provided by parents or through the admissions assessment process, the ELL Lead will become involved to conduct further assessment and observation to better understand the student's language proficiency and support needs.

Recommendations regarding ELL provision will be informed by assessment outcomes, previous educational information and professional judgement. The ELL Lead will provide a recommendation regarding the level of language support required to facilitate successful participation within the curriculum. The Elementary / Secondary Principals retains responsibility for the final admissions decision.

Where appropriate, an offer of admission may include conditions around agreed language support arrangements, review timelines and shared responsibilities to support successful language acquisition and curriculum access.

e. High Ability and/or Talented

Dubai Schools welcomes applications from students identified as High Ability and/or Talented. Where appropriate, differentiated curriculum pathways, enrichment

opportunities and extension provision are available to support continued challenge and achievement.

f. Post-assessment procedure

Following completion of the admissions assessment and any additional review processes, all relevant information, including assessment outcomes, previous educational information, identified support requirements and recommendations from the Head of Inclusion and other relevant school leaders, will be reviewed by the Elementary / Secondary Principal or the school Superintendent who retains responsibility for the final admissions decision.

Subsequently, the action taken varies depending on the decision taken regarding the student:

Acceptance: If a student is accepted, this will be followed by a formal offer letter accompanied by forms that need to be completed by the time the student starts school.

Conditional Acceptance: A conditional acceptance may be offered where specific educational, pastoral or transition arrangements are required to support successful enrolment. Any conditions will be:

- be clearly explained to parents in writing;
- be proportionate to the student's identified needs'
- include agreed review arrangements where appropriate; and
- be implemented in the best interests of the student.

Waitlist: Applicants may be placed on a waiting list where:

- no place is currently available within the relevant grade group (this includes capacity in terms of additional learning support needs);
- further educational planning or review is required before an appropriate placement can be confirmed; or
- operational factors require admission to be deferred until an appropriate place becomes available.

Parents will receive written confirmation of the student's waitlist status together with an explanation of the next steps where applicable.

Non-acceptance: In exceptional circumstances, the school may determine that it is unable to provide an appropriate educational programme for the applicant within its current provision.

Where this occurs:

- the educational rationale for the decision will be documented;

- parents will receive written communication explaining the decision;
- KHDA notification procedures will be followed where required;
- all relevant regulatory reporting requirements will be completed.

g. Appeals / Further Information

Parents may contact the Admissions Office to discuss the admissions outcome or request further clarification regarding the decision. Where appropriate, additional information submitted after the admissions decision may be considered as part of a further review.

All applications are reviewed on an ongoing basis then placed in the appropriate grade by priority, if availability. All admissions decisions are recorded internally, with supporting documentation retained in line with Taaleem governance and KHDA requirements.

7. Class and Set Sizes

Offers can only be made in the context of the school's prevailing class size policy. Generally, the maximum class size for Dubai Schools is in the range of 20-22 in KG1 to KG2 and in the range of 24-26 for Grades 1 and upwards. In determining class composition, the school may also consider the educational, wellbeing and support needs of the existing cohort to ensure an appropriate learning environment for all students.

8. Parent Acceptance of Offers

Where the number of places available is exceeded by the number of applications for any grade, for the waitlist and new applications, parents will be given three (3) working days in which to respond to secure the place by the payment of a deposit of AED500, which will be offset against the termly fees, before an offer is made to another student. Parents who are eligible for a full scholarship will accept the offer by signing an agreement document.

Where an offer of admission includes agreed support arrangements, these will be outlined within the offer documentation. Acceptance of the offer confirms agreement to work collaboratively with the school in implementing the agreed educational provision and review arrangements.

*Important Note About the Transfer Certificate. Students cannot start school until they have submitted the Transfer Certificate which parents can obtain from their child's previous school once the academic year ends.

a. **Registration**

- An accepted student's place in the school is guaranteed only after a completed Declaration & Offer Letter is signed by the parents, and the Registration Deposit of AED500 is paid. This is deducted from the first terms fees. The registration fee is refundable provided written notification is received, at least 60 calendar days before the students pre-agreed start date/start of the academic year.
- The Finance department then sends an invoice to the family for the remainder of the tuition fees.
- All registered students must be registered with the Knowledge and Human Development Authority (KHDA). To complete this process, the parents are required to provide the school with the student's original Emirates ID and one of the parent's original Emirates ID. Both Emirates IDs are required at the same time to complete the process. A card reader machine (provided by the KHDA) is used to complete the registration process. Parents must ensure that they bring their mobile phones with them as they receive a special code number via SMS to complete the registration process. This process is completed by the School Registrar.

b. **Transition and Orientation for New Students and Families**

'Dubai Schools' recognise the importance of supporting students and families to make a successful transition into the school community. New families are supported through the admissions process by the Admissions Manager and are provided with opportunities, where appropriate, to meet relevant members of the school's academic and leadership teams prior to enrolment.

All new students and families will be provided with an appropriate induction and orientation programme to support their transition into the school. This may include orientation events, school tours, information sessions and other transition activities appropriate to the student's age, grade and individual circumstances.

The Admissions Manager works closely with the Superintendent, Elementary and Secondary Principals, and other relevant members of the academic and pastoral teams to ensure that appropriate information is shared and that students are supported effectively as they transition into the school.

Where a student has identified additional learning, language, pastoral or other support needs, relevant members of the school team will be involved in transition planning. For Students of Determination, this will include the Head of Inclusion and, where appropriate, other members of the Inclusion Team.

Where additional transition support is considered beneficial, an individualised approach may be developed in consultation with the student and family. This may take account of the student's educational history, language needs, cultural background, individual needs

and any other relevant information that will support a successful transition into 'Dubai Schools'.

As part of the transition and ongoing partnership with families, parents can also expect 'Dubai Schools' to:

- **Provide individualised induction and orientation:** Facilitate an appropriate induction and orientation programme, including bespoke arrangements where required to respond to students' individual, cultural and linguistic backgrounds, promote inclusion and support meaningful connections with the school community.
- **Maintain open and proactive communication:** Communicate openly and proactively with families regarding admissions decisions, educational planning and student progress, while working collaboratively with parents to celebrate student achievements and identify and respond to any challenges that may arise.
- **Build parent understanding and engagement:** Provide opportunities for parents to develop their understanding of the school's curriculum, assessment approaches and teaching methodologies, including how they can support their child's academic progress, personal development and attitudes towards learning at home.
- **Promote effective home-school partnerships:** Establish positive and collaborative relationships with families from the point of admission, recognising the important role of parents in supporting their child's successful transition, wellbeing, engagement and educational progress.

9. Progression and Grade Retention

It is the expectation of 'Dubai Schools' that students will ordinarily progress to the next grade level at the end of each academic year. Grade retention is considered an exceptional measure and will only be considered where there is clear evidence that it is in the best educational, developmental and social-emotional interests of the individual student.

Where concerns regarding a student's readiness to progress are identified, the school will work collaboratively with the student and parents/guardians to provide appropriate intervention and support before retention is considered. Any subsequent recommendation will be based on a holistic review of the student's academic progress, individual needs, response to intervention, developmental readiness and social-emotional wellbeing.

For Students of Determination, a lack of progress against standard grade-level expectations will not, in itself, provide a basis for grade retention. The student's Individual Education Plan (IEP), curriculum adaptations, interventions and levels of

support will be reviewed in consultation with the Head of Inclusion and relevant members of the Inclusion Team.

Any decision regarding grade retention or placement outside the standard age-related grade will be made in accordance with applicable KHDA and UAE regulatory requirements and will be subject to KHDA approval where required.

10. Tuition Fees & Subsidy Scheme (refer to admission process above)

Tuition Fees are inclusive of transport, uniform costs and extracurricular activities.

Fees For Dubai Schools				
Grade	Term 1	Term 2	Term 3	Total
KG1	12,241	9,181	9,181	30,603
KG2	13,265	9,848	9,848	33,161
Grade 1	14,205	10,655	10,655	35,515
Grade 2	14,205	10,655	10,655	35,515
Grade 3	14,557	10,917	10,917	36,391
Grade 4	14,801	11,102	11,102	37,005
Grade 5	15,884	11,914	11,914	39,712
Grade 6	16,909	12,681	12,681	42,271
Grade 7	17,931	13,449	13,449	44,829
Grade 8	18,341	13,756	13,756	45,853
Grade 9	19,160	14,370	14,370	47,900
Grade 10*	* These Grades are not open yet, they will open year on year therefore these fees are not final.			47,900
Grade 11*				47,900
Grade 12*				47,900

- a. The tuition fees are sent out in the fee schedule each year. First term tuition fees are due no later than August 1st of that school year, second term fees are due by the 1st of December, and third term fees are due by the 1st of March.

- b. Tuition fees are payable in advance for each term. To register your child, you are required to pay the balance of the first term fee as per the invoice. A student may not start school unless the appropriate terms fee has been paid in full.
- c. According to Ministry of Education regulations, the school reserves the right to withhold final results and abstain from issuing transfer certificates and documentation until settlement of all outstanding fees have been paid.
- d. Re-registration for continuing students will only be confirmed once all fees for the completed year are settled and the re-registration fee of AED500 is paid. This is deducted from the first terms fees.
- e. Families currently receiving a sibling discount will continue to benefit from it for children already enrolled. Any new siblings enrolling from the 2026–27 academic year onwards will be charged the full applicable tuition fee. No sibling discount will apply.

11. Transportation

- a. Transport for journeys of up to 60 minutes that includes drop off of other students and total travel time is included in the fees, however, it is not mandatory to use this benefit.
- b. The fully inclusive tuition fees will not have any deduction if the transport is not utilized.
- c. In the circumstances where the travel time exceeds 60 minutes and up to 90 minutes, that includes drop off and pick up of other students and total travel time, the transport company and parent can agree to an extension of the journey time up to and including a maximum time of 90 minutes. In this instance, parents must sign an agreement form that allows them to exceed the recommended 60 minutes journey.
- d. Any applications exceeding a 90-minute journey time, including drop-offs and pickups of other students and a total journey time, will require further discussions with the in-school operations team.
- e. Where a student has identified medical, accessibility, behavioral or additional support needs that may impact safe travel, parents must inform the school during the admissions process or as soon as reasonably practicable. The school will work collaboratively with the transport provider and parents to determine whether reasonable adjustments or individual risk management arrangements are required.

12. Uniforms

'Dubai Schools' offers uniforms in a range of styles and sizes, however, please be aware that any uniform items received which need altering outside of the supplier's brochure sizes will incur additional costs which will be met by parents. Should the parent want additional uniform items on top of the allocation, these would be paid for by the parent.

The school recognizes that, in exceptional circumstances, reasonable adjustments to the uniform requirements may be required to meet a student's medical, sensory, physical, cultural

or accessibility needs. Such adjustments will be considered on an individual basis in consultation with parents and relevant school staff.

13. Re-registration

Current families have the right to reserve a place in the school for the following year by making a re-registration payment of AED500 by the date specified by the school. Places not covered by this payment made by the specified time are not guaranteed and after the closure of the re-registration date, they can be offered to another family if the deposit payment has not been made. This deposit is deducted from the first terms fees. 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.

14. Student Transfers Between 'Dubai Schools'

Families may submit written transfer requests to the school-based admissions teams, clearly outlining the rationale for the requested transfer. All transfer requests are subject to seat availability.

Transfer requests will be reviewed and prioritized according to the following criteria, in order of priority:

- a. Sibling transfers, to ensure that families are able to attend the same school.
- b. Students who reside within the school's designated catchment area.

Requests that do not meet the above criteria will be considered on a case-by-case basis.

Where a student has identified additional learning, language, medical or wellbeing needs, the transferring and receiving Dubai Schools will work collaboratively to support continuity of educational provision. This may include the transfer of relevant educational records, support plans, specialist reports and assessment information, together with consultation between the respective Heads of Inclusion and other relevant staff where appropriate. The receiving school may undertake additional review or observation where necessary to support appropriate class placement, transition planning and provision, but the transfer will not require the student to repeat the full admissions process unless required by KHDA or where there has been a significant change in the student's educational profile.

15. 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 the 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 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.

16. Withdrawal

Any student with or without a scholarship can withdraw from 'Dubai Schools' at any time of the year. Regulation guidelines are listed in the withdrawal policy to clarify the timeline, refunds and costs incurred.

Depending on the date of withdrawal within the term, charges will be made irrespective of the parent being registered at the school on full fees or on a full or part Scholarship.

All withdrawal applications will be notified to the Superintendent, who will make a final decision on a fee refund, in conjunction with the Taaleem Central Office.

If the student is transferring to another school in Dubai or another part of the UAE, the school will prepare a Transfer Certificate which is charged to the parent at AED120. In order to do so, the Admissions Manager must be informed in writing of the school to which the student is transferring in order to prepare the correct documentation. In order to comply with government rules, in the case of an international transfer the school must be informed of the country to which the student is being transferred.

17. Transfer Certificates

If the student is transferring to another Arab Country, the Transfer Certificate will need to be attested by the Ministry of Education, the UAE Ministry of Foreign Affairs and embassy of the destination country. Parents must undertake all attestation requirements.

18. 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 behavior, 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 behavior,

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.

19. Admissions Contact Details

admissions@dubaischools-alkhawaneej.ae

Tel: +971 50 249 0423

admissions@dubaischools-albarsha.ae

Tel: +971 50 551 6867

admissions@dubaischools-nas.ae

Tel: +971 56 685 8606

20. Non-Compliance

Deliberate and / or repeated non-compliance with this policy may be addressed in accordance with applicable company procedures.

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

Version Control

Version No.	Date	Details of Change
1	Unknown	New Policy
2	Unknown	Unknown
3	Unknown	Unknown
4	Unknown	Unknown
5	Unknown	Unknown
6	March 25	Unknown
7	April 26	General updates including updated template

Disclaimer:

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