



BELVEDERE
INTERNATIONAL SCHOOL

STUDENT ADMISSIONS POLICY

2025-2026

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Approvals:			
Principal	Mr. Ismat Daou		
Signature		Date:	22/9/2025
BIS Board of Governors	Dr. Salem Aldarmaki		
Signature		Date:	22.09.2025

Introduction

Smooth and supportive administrative processes are essential to creating a positive school experience. Whether students are joining or leaving the school (admissions), moving from one grade or cycle to another (promotion), well-managed transitions make a significant difference to their academic success, personal growth, and overall wellbeing.

This policy sets out the key requirements which Belvedere International School (BIS) sets in place to ensure these processes are consistent, effective, and student-centered. Its purpose is to provide clarity, reassurance, and guidance for students, families, and staff, helping everyone feel supported and confident during each stage of the school journey.

Purpose:

- Ensure that (BIS) Belvedere International school makes fair and transparent decisions related to admissions and grade placement
- Ensure that students can transfer from BIS to another BIS with minimal course/grade repetition
- Outline exceptional circumstances under which students may not be promoted or accelerated beyond their age-appropriate grade
- Ensure appropriate transition support is provided to students at key stages

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Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a 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 have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). 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 any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Admission	The process by which students are accepted to a school, up to and including enrolment and registration.
Academic Year	The period of the year during which students attend school, as defined by ADEK.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1- KG2/Y1), Cycle 1 (G1/Y2- G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10- G12/Y13). Private BIS teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1- G4), Cycle 2 (G5- G8), and Cycle 3 (G9- G12).
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.

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Equivalency	The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it to be equivalent to the UAE General Education Certificate (Al Thanawiya), as per relevant ministerial decrees and their amendments.
Examination Leave	A period of absence authorized by the school for students to attend external examinations.
Enrollment	The process by which a child is included on a school's official list of students.
Grade Placement	The process of placing a student in a grade/year, normally in accordance with their age group.
Maltreatment	Physical, emotional, or sexual abuse. Maltreatment includes neglect, exploitation, and/or bullying.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. 3 of 2016 Concerning Child Rights (Wadeema).
Promotion	The sequential movement of a student from one grade/year to the next at the end of an academic year.
Receiving School	The school to which a student transfers.
Registration	The process by which a child's information is uploaded on eSIS and the school's management system.
Retention	An exceptional circumstance whereby a student is held back in their current grade/year 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. Admissions

At BIS, we are delighted that you are considering joining our learning community. We believe every child is unique, and we are committed to offering a welcoming and supportive admissions process that reflects our values of inclusivity, respect, and excellence.

This Admissions Policy provides clear guidance for families and ensures that our practices are transparent, fair, and consistent with national regulations. It sets out the criteria and procedures for admission to the school, so that parents and guardians have all the information needed to make informed decisions

Our aim is to make the admissions journey straightforward, professional, and friendly, while placing the best interests of each child at the heart of the process.

1.1 Commitment to Fairness

Admissions shall be conducted in a fair, transparent, and consistent manner. No student shall be discriminated against on the basis of race, gender (with the exception of single-gender BIS), religion or beliefs, language, disability, medical conditions, or special educational needs.

1.2 School tour

BIS provides opportunities and clear procedures for prospective parents and students to visit the campus, ensuring families can make informed decisions.

1.3 Admissions Process

BIS publishes clear procedures and timelines outlining the steps for applications, offers, acceptances, and enrollment.

1.4 Required Documentation

The Admissions Policy specifies the documents parents need to provide in order to complete the admissions process.

1.5 Inclusive Admissions

BIS adopts inclusive admission practices for students with additional learning needs, in line with the ADEK School Inclusion Policy.

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- a. Parents must disclose all relevant information about their child's needs and submit supporting documentation (e.g., clinical or assessment reports).
- b. Inability to Accommodate: BIS are not permitted to refuse admission to students with additional learning needs. In exceptional circumstances, if BIS determines it cannot meet a student's needs, a notification "inability to accommodate" should be submitted to ADEK and inform the parents.

2. Admissions Assessment:

2.1 Student Assessments

At our school, we are committed to ensuring that all students are placed in a learning environment where they can thrive. To support this, we may use assessments—but only in ways that enhance student learning, not as the sole basis for admission.

How we assess: For students in KG, and up to Y3, we may use observations, interviews, or placement tests to understand each child's needs and learning style.

For the students Y4 and above we are conducting (CAT4 and other GL assessments)

Admission tests: We only use formal tests when we can guarantee an appropriate grade placement. Test results are used solely to identify any additional learning support a child may need.

Exceptional cases: In certain situations, we may use formal assessments to guide grade placement, including:

- Students moving between curricula in Cycle 3 (Grades 9–12 / Years 10–13)
- Students coming from alternative educational backgrounds, such as home schooling or systems with unclear grade equivalencies
- Students who have had a break from school for more than two years

2.2 Waiting List Policy

When we will reach maximum capacity, we maintain a waiting list to ensure a fair and transparent process for all applicants. Our waiting list policy includes:

Clear selection process: Our prioritization criteria are published on our website, so families know how placements are offered.

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Maximum capacity: We define the maximum number of students on the waiting list as per ESIS homerooms capacity.

List duration: Waiting lists are refreshed at least once per term to reflect current availability.

2.3 Offers and Withdrawal of a Place

Once a student's application is approved, we send an offer letter outlining the next steps. To ensure a smooth process:

The offer letter will be valid for 5 working days.

- School will apply admission priorities if there are more requests for places than available places as follows:
 - Students who attend the school in the previous year or period
 - Students with siblings already in the school
 - Children of staff in the school
 - Students who live near the school

An offer may only be withdrawn if:

- Enrolment steps are not completed within the stated deadline, or
- Admission was obtained through fraudulent means

Registration Process:

As part of our commitment to compliance with (ADEK) regulations, the School follows a clear and structured registration process for all students.

1. Registration on eSIS

The School ensures that every student is registered on the ADEK Enterprise Student Information System (eSIS) in line with ADEK requirements.

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2. Required Documentation

To complete the admission and registration process, parents are required to submit the following valid and updated documents:

- Registration Form completed by the parent, including:
 - Student's contact information
 - Copy of student's birth certificate
 - Copy of student's passport
 - Copy of student's Emirates ID or diplomatic card with passport
 - Copies of both parents' passports (where applicable), together with proof of UAE residency or diplomatic card with passport
- Medical Records in accordance with the Department of Health (DOH) requirements:
 - Medical records for each student and signed parental consent forms, as per the ADEK School Reporting Policy
 - For students transferring from outside the UAE, the School Nurse establishes a DoH-compliant medical file
- Transfer Certificate and Performance Report for students entering Grade 2 / Year 3 and above, or for mid-year transfers into Grade 1. Certificates must be attested when required, depending on the country of transfer
- Documented Learning Plan (DLP) where applicable, in accordance with the ADEK School Inclusion Policy, to support students with additional learning needs
- Clinical Assessment Report where applicable, to be provided by a qualified professional, in line with ADEK School Inclusion Policy
- Leaving Certificate and Performance Report for students transferring from government schools to private or charter schools
- Other Documents as may be requested by ADEK

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3. Exceptions for Non-UAE Transfers

Students transferring from outside the UAE may be temporarily exempt from submitting an Emirates ID card if not immediately available. In such cases, parents are required to sign an undertaking confirming submission of the Emirates ID by the end of the student's first term of enrolment.

4. Updating Student Profiles

The School updates student profiles in eSIS with the Emirates ID once available, with the exception of students holding diplomatic cards.

5. Record Maintenance

All student admission files are maintained and stored securely in accordance with the ADEK School Records Policy, ensuring confidentiality, accuracy, and compliance.

Enrollment and Re-enrollment

At BIS, we are committed to providing a transparent and supportive admissions process in compliance with ADEK regulations, while prioritizing the continuity of learning for our students.

1. Enrollment

The School accepts applications for enrollment throughout the academic year, subject to:

- Availability of places in the requested grade/year; and fulfilment of all admissions and registration requirements.
- All enrolments must be finalized before the official cut-off date as stipulated by ADEK.

2. Re-enrollment

The School values continuity and is committed to ensuring that existing students remain part of our learning community. To that end:

All currently enrolled students will be re-enrolled for the following academic year, provided that ADEK's re-enrollment conditions are met.

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The School publishes and communicates a clear re-enrollment procedure, outlining prerequisites, timelines, and supporting documentation.

Students will be automatically re-enrolled for the next academic year once fee payment obligations, as per the ADEK School Fee Policy, are met, unless parents formally notify the School of their decision to withdraw.

Placement of New Students

BIS is dedicated to ensuring that every child is placed in the grade/year most appropriate for their age and stage of development.

Grade/Year Placement: Students are placed in accordance with ADEK's official Table 1: Age Cut-Offs for Grades/Years.

Any exceptions to this requirement must receive prior approval from ADEK.

Age Cut-Offs for Grades/Years*

The age cut-off date (in the school year wherein the student is registered)	BIS academic year starts in September
	31 August
Pre-KG / FS 1	3 years
KG 1 / FS 2	4 years
KG 2 / Year 1	5 years
Grade 1 / Year 2	6 to 8 years

1. Grade Placement for Transferring Students

At BIS, we aim to ensure that every student is placed in the grade or year level where they can thrive academically and socially.

Placement Based on Previous Schooling: We determine grade placement for transfer students using the last grade or year completed, as indicated on the official Transfer Certificate.

Students Returning After Extended Absence: If a student has not attended school for more than two years, we will ensure their placement is supportive and appropriate, placing them no more than two years below the grade/year corresponding to their age.

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Supporting Students with Additional Learning Needs: For students with documented learning plans (DLPs), we consider their individual educational requirements when determining placement, in line with the ADEK School Inclusion Policy.

2. Transition for New and Transfer Students

At BIS, we are committed to making every transition into our school as smooth and supportive as possible.

2.1 Transfer of Records

We work closely with sending schools to receive complete student records in line with the ADEK School Records Policy.

For transfers within Abu Dhabi, we ensure that the student's registration is updated in both ADEK's eSIS system and our internal school records.

2.2 Transfers Between Curricula

When students join our school from a different curriculum, we provide parents with clear guidance on potential challenges or adjustments that may arise.

We pay particular attention to students aiming to achieve equivalency with the UAE's General Secondary Education Certificate (Al Thanawiya), ensuring families are fully informed and supported, in line with the ADEK School Curriculum Policy.

Promotion

At Belvedere International School, we are committed to ensuring that each student progresses in a way that supports their academic growth, confidence, and overall wellbeing. Our Promotion Policy provides a clear, transparent framework for grade advancement, retention, and support for students who may need additional guidance.

1. Age Requirements

Grade placement follows age requirements set out in Table 1: Age Cut-Offs for Grades/Years, in alignment with ADEK regulations.

These guidelines ensure that students are placed in a grade where they can thrive socially and academically.

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2. Promotion Principles

Students are generally promoted sequentially with their peer group when they meet the required learning outcomes of the previous year.

Retention is considered only in exceptional cases, specifically for Cycle 2 or 3 students who have not met curriculum objectives despite receiving targeted support.

3. Key Guidelines:

Students meeting curriculum promotion requirements but not achieving individualized DLP objectives are promoted, with DLP goals adjusted to continue their learning progression.

Retention in the same grade is limited to two consecutive years for Cycle 2 or 3 students.

Students may not be retained in more than two different grades throughout their school journey.

Voluntary grade repetition may be considered when parents believe it serves the student's best interest, particularly for wellbeing or confidence reasons.

All retention decisions require ADEK approval.

Students with Additional Learning Needs

In cases of additional learning needs, the school collaborates closely with parents to determine whether retention or additional support is in the student's best interest.

Exceptional cases are reviewed individually and require ADEK approval.

Supporting Students at Educational Risk

Students at risk of not being promoted are identified early and provided with targeted support.

Parents are kept informed and actively involved in planning interventions, ensuring a collaborative approach to help the student succeed.

All interventions align with the ADEK School Educational Risk Policy.

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Transition Support

We recognize that smooth transitions are critical for student confidence and success. Belvedere International School provides tailored support at key stages of the educational journey.

1. Admissions

New students receive dedicated programs to help them adjust and feel confident in their new environment, particularly:

- Students starting school for the first time or coming from alternative early education settings.
- Students transferring from homeschooling, specialized provision, or other BIS.
- Exchange program students.
- Students with additional learning needs, in line with the ADEK School Inclusion Policy.

Promotions and Cycle Transitions

Transition support is provided when students move between grades or educational cycles:

Individualized DLPs are developed for students who have not been promoted or who have accelerated, ensuring smooth learning continuity.

Programs prepare students for the next grade or cycle before and during the transition year, helping them adapt academically and socially.

Graduation and Leaving School

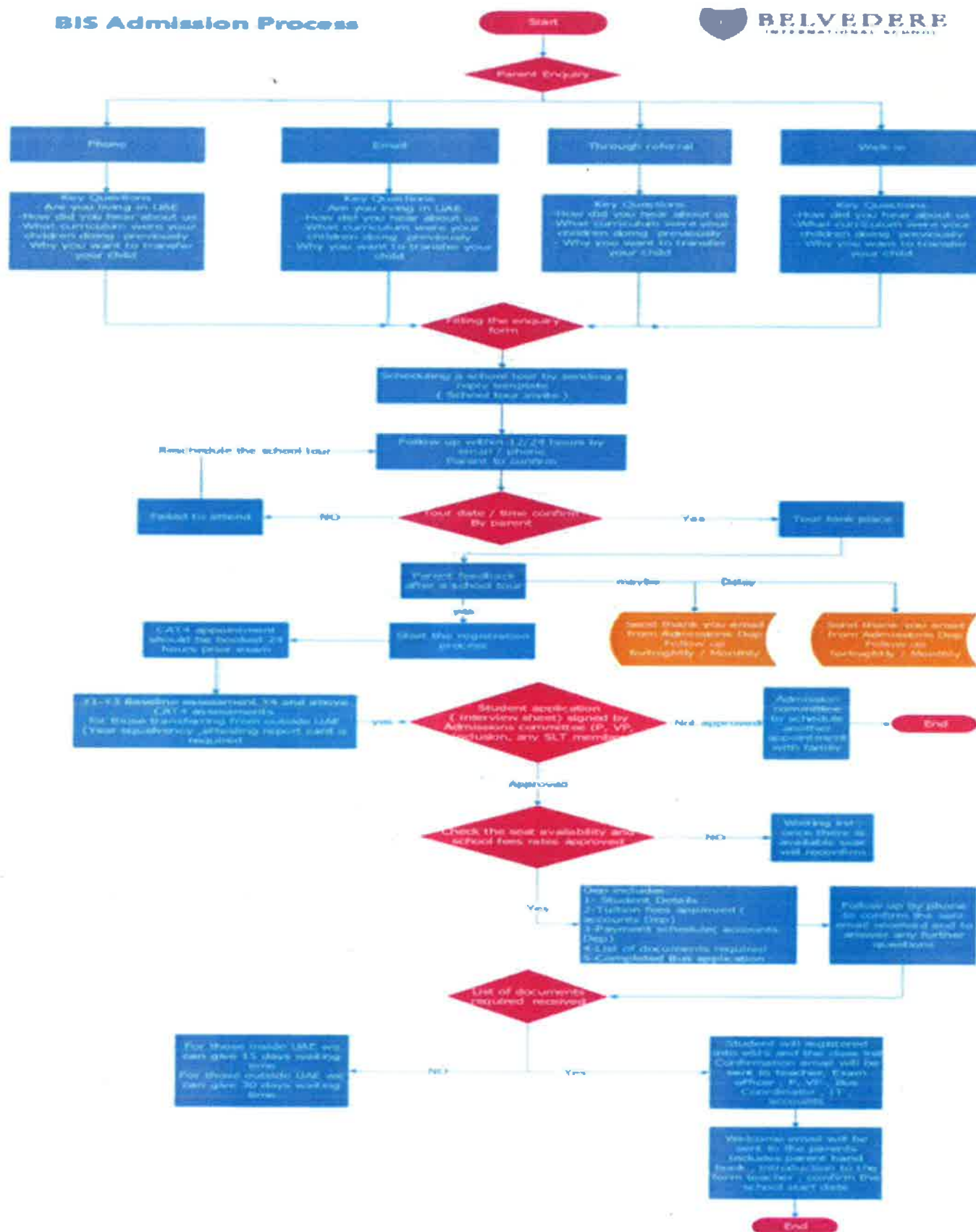
Students leaving Belvedere International School receive guidance and support to ensure a smooth transition to their next stage:

Support is tailored for students entering Higher Education, TVET, specialized provision, home schooling, or other educational pathways.

Guidance aligns with the ADEK School Career and University Guidance Policy and School Inclusion Policy, preparing students academically, socially, and emotionally for their next step.

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BIS Admission Process



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