



King's College

DOHA

Admissions Policy

1. Introduction

It is our intention to make King's College Doha a welcoming and accessible school to children and families from all sections of the community who have made the choice to educate their child/children in a co-educational, British curriculum, UK independent style school.

Our aim is:

- i. to provide a warm reception and access to excellent information about the school to all prospective parents and their children;
- ii. to support families throughout the Admissions process, and as their child is admitted to the school;
- iii. to ensure that every pupil admitted to King's can access the full breadth and depth of the curriculum, both academic and co-curricular; and
- iv. to admit children who will benefit from a King's education.

King's College Doha has a strong expectation that its pupils will be successful in their personal learning goals, and that each child's goals will be unique to their strengths and abilities. The school will aim to provide an inclusive education in full accordance with Qatari law and Ministry of Education by laws. All prospective pupils will undertake an admission assessment primarily designed to reveal facility in English and correct level of instruction. It will also help the school identify applicants who have specific learning needs.

King's College, Doha believes that:

- i. Every child has a right to access quality education.
- ii. A diverse learning community is enhanced by the special gifts and talents of every member. We embrace the differences and challenges that each child brings.
- iii. We value the uniqueness of each child and offer places to a pupil cohort with a wide range of abilities who will thrive within the programmes offered.
- iv. There should be equal opportunity for every pupil to participate in all activities.
- v. Through close collaboration with parents, we meet the needs of those pupils and families who are seeking high-quality education.
- vi. A high expectation of academic, personal and social achievement is conveyed to all through our values.

2. Principles

The admission of a pupil to the school will always be a fair and consistent process based on all the information that is available. An age-appropriate assessment on entry, provides important data but we also ask that parents submit up to date, detailed reports from their child's current school. We appreciate that these might not be available for children who are applying for a place in Pre-School or Reception. Therefore, and in every case, our admissions process will ensure that we get to know your child well before being admitted to King's.

The following guiding principles are applied to each application received:

- i. Has the applicant successfully completed the application form in full, submitted the relevant documents and completed the age-appropriate entrance assessment?
- ii. Does the applicant have one or more siblings already enrolled at, or applying to, King's?
- iii. Does the applicant demonstrate additional talents or skills that can be developed further at the school, including but not limited to academic, sporting, musical, artistic, linguistic and leadership?

3. Equal Treatment:

We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All applicants for admission will be treated equally, irrespective of their, or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status. We expect all our pupils to attend all assemblies and outings, and to take full part in all Arabic lessons as determined by the Ministry of Education.

Not all children will be suitable for the programmes offered at King's College Doha. Some may fall outside of the boundaries of assistance which can be offered with a defined level of additional support.

4. Disability and Special Educational Needs:

The school currently has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under equality legislation in order to accommodate the needs of applicants who have disabilities or special educational needs for which, with reasonable adjustments, the school can cater for adequately.

The school needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the school. Parents of a child who has any disability or special educational need should provide the school with full details prior to the admissions procedure at registration, or subsequently before accepting the offer of a place.

The school needs this information so that, in the case of any child with a particular need, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the

application procedure is accessible for the child and the School can cater adequately for the child's needs should an offer of a place be made.

The school will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments, as necessary. For example, the school may be able to provide an entrance paper in large font for a visually impaired child.

Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

5. Minimum Age Requirement

An applicant is required to be three (3) years of age on or before 31st August of that year to be age appropriate for entry to Pre-School. There are no exceptions to the minimum age requirement.

6. Transition

Pupils enrolled at the school are expected to graduate to the next year group at the end of each academic year.

7. Responsibilities

Admissions duties are the responsibility of the Head of Admissions who reports to the Principal. Any queries regarding entrance or admission should be referred to the Head of Admissions in the first instance.

8. Admissions Process

a. Enquiry

- i. All parents who contact the school in person, by phone, by email, or via the online enquiry form should expect to receive a welcoming reception and a prompt response to their enquiry.
- ii. Parents will be encouraged to make an appointment with the Admissions department and attend one of the school's regular School Tours. Parents can arrange individual appointments and virtual meetings during this ongoing period of restrictions caused by Covid-19.

b. Application

- i. Parents are invited to submit an Application Form to the school.
- ii. Applications can be accepted via the School's online Application Form <https://kingscollegedoha.openapply.com/>

A one-off, non-refundable Application Fee of QAR500 per child is payable at the time of submitting your application. The application fee can be paid in cash, cheque or via bank transfer.

- iii. Parents are required to submit copies of the following documents at the same time as making the application by uploading them to the profile created in OpenApply at application, submitting them in person to a member of the admissions team or via email to admissions@kingscollegedoha.com

Documents Required:

- Qatar ID and Passport copy (child and parents)
 - Copy of child's birth certificate
 - Up-to-date health and immunisation documentation for your child
 - Copies of the child's last 2 school reports (translated if not in English)
 - 2 recent passport-sized photos of your child
 - Copies of any reports relating to specific learning needs or medical requirements (allergies, etc.) for your child
- iv. All children must be in possession of a valid Qatar ID before starting school in Qatar.
- v. Reports from a child's existing school, will be obtained and read prior to the interview. In some cases, a phone call to the existing school may be required to obtain further information. The school understands that School Reports may not be available for children applying for Pre-School if they have not previously received formal education, but every effort will be made to get as much information as possible about a child before a place is offered including confidential school references as applicable.
- vi. In cases when a pupil cannot be seen in school, pupils will be expected to complete assessments and entrance papers under the supervision of their current school. Reports from their current school will be obtained and a confidential telephone call to their existing school will be made to assess whether a place can be offered.

9. Assessment

a. Introduction

An age-appropriate admissions assessment and interview is arranged once parents have submitted their application and when a space is available.

This is an opportunity for the Leadership Team and other staff to meet the parents and the child/children and allows the school to assess whether or not they will benefit from a King's education.

A one-off non-refundable Assessment Fee of QAR500 is payable prior to your child undertaking the assessment.

All children who apply for a place at King's College Doha are invited to take part in an assessment. This will involve an assessment of the child's literacy and mathematics ability. It will also involve discussions to explore the child's interests, attitude to school, personal qualities and ability to contribute to the school community. The school will also require the child's last two school reports as applicable, and a reference form may be sent to the child's existing school requesting further information on the child's academic and social progress.

At King's College Doha we recognise that the way children learn is highly individual, and it is important that all teachers use a range of strategies and differentiation to allow each child to successfully access the curriculum. Considering this, the Admissions Team uses a range of activities and facilitates different opportunities for children to allow them to best highlight their strengths during the assessment process.

b. The Age-Related Admissions Assessment

Pre-school to Year 1

Children need chance to explore their environment and become engaged at their own pace during the Admissions process. With so many new and strange things to consider (new teacher, new classroom, new toys, new friends, and possibly a new language), it may take some time for children to settle down, and some children may require several visits to the school before they are comfortable enough to leave their parents for Assessment. Some children will not settle without a parent present and so we encourage one parent to stay with their child until they feel more secure.

The Assessment process for Pre-School to Year 1 children allows them to participate in developmentally appropriate activities which encourage them to move, participate, speak (if comfortable doing so), listen, collaborate, build, manipulate, and be physically active. The small group setting encourages children to quickly develop a reassuring bond with peers and teacher and highlights their developing social skills.

Year 2 to Year 10

Older children also need time to relax in a new setting and so the Admissions process for these children should also encourage their participation in a range of activities at their own pace. The entrance assessments for Year 2 to Year 10 will focus on Reading, Writing and Mathematics.

Children entering Year 2 upwards undertake baseline assessments. These are aimed to ensure to indicate if the child can access the King's curriculum with reasonable ease. Children who cannot access the curriculum can become demotivated and demoralised. As a result, they do not make the progress which they would be capable of in a school more suited to their needs.

Standardized Cognitive Abilities Tests (CAT4) consisting of verbal, quantitative, spatial and non-verbal assessments are used as the key benchmark for offering a place at King's for children in Year 2 upwards. Observations are also made on their social interactions and general demeanour.

Year 11 to Year 13

Pupils entering Years 11 to 13 will undertake the school's entrance assessments. The parents of children applying for Years 11 to 13 will have an interview with the Leadership Team. The interview is designed to learn more about the child's interests, skills and talents, as well as getting to know you as a family. Those entering Year 12 are also subject to achieving a minimum of five (5) Level 6 grades at GCSE or the equivalent; a Level 7 will be required for access to any A Level Science courses; and a high Level 8 or Level 9 grade will be required for access to A Level Mathematics.

CAT4 assessments in Verbal, Non-Verbal, Spatial and Quantitative Reasoning and an EAL assessment for non-first language English speakers will be required.

Applications for places in Year 11 or Year 13 will be treated on a case-by-case basis but generally, the school will not admit pupils directly to these year groups.

10. English as an Additional Language (EAL)

EAL support will be necessary for many children who enter King's. Children who do not have English as a first language may excel in other curriculum areas, and it is important that a sensitive and varied assessment procedure is in place to encourage children to show their strengths.

Our aim is for all pupils to be fluent English speakers and their level of English language proficiency should be sufficient for them to successfully access the curriculum and benefit fully from a King's education.

Tuition in English as an Additional Language (EAL) will be a condition of an offer of a place at the school and may be arranged at the parents' expense, if required. The school retains the right to require a pupil to attend EAL lessons where (in our opinion) we consider that the pupil does not have sufficient fluency of the English language to gain full access to the curriculum offered by the school. The Offer Letter will reflect this, and all costs related to additional support not provided by the school based EAL Support Team may be the responsibility of the parents.

Similarly, if EAL needs become apparent after admission, the school will require the child to attend additional EAL classes.

All costs related to EAL may be the responsibility of the parents. Please refer to the School's Fee Policy for more details.

11. Children with Special Educational Needs

Children with Special Educational Needs may require further, professional, support and so working closely with families, the school's Head of Learning Support and other support agencies is vital from the very beginning of the Admissions process. Known special needs admission and assessments will be directly supervised by the Head of Learning Support, working with the Academic and Admissions teams.

During the Admissions process, the Admissions Team may observe that a child might require SEN support, and so a repeat assessment will be requested to allow the relevant experts to be present. Early identification of the specific additional needs of each child is very important if we are to support their learning within the school's community. The school undertakes to work closely and cooperatively with parents in order to investigate workable solutions.

12. Disclosures

Parents must, as soon as possible, disclose any known or suspected circumstances relating to their child's health, allergies, and disabilities or learning difficulties.

13. Offer

If the School decides to offer a child a place, an Offer Letter along with an Acceptance Form will be sent to the parents. To accept the offered place, a completed Acceptance Form along with all relevant documents (both originals seen, and copies made) must be submitted.

A deposit is also required to secure the place; details of deposit are outlined within the Offer Letter.

14. Deposit and Cancellation

Please refer to the Offer Letter and Fee Policy for information as to how the Deposit will be held, what amount and in what circumstances it will be refunded.

15. Not Offered

In the event of a pupil not being offered a place, or being offered a conditional place, the reasons in relation to ability to fully access the curriculum and co-curriculum and thrive at the school will always be given and any conditions clearly articulated.

The final decision to offer a place rests with the Principal.

16. Exclusion

In registering the child for a place at the school the parents are agreeing to abide by the School's regulations and policies and to ensure, in so far as is reasonably practicable, that if the child is offered a place at the School they will be both diligent in their studies and responsible in their attitude and behaviour. Should this become a problem, we will make every effort to counsel the child and parents and encourage the child to modify their behaviour. However, parents must accept that it may become necessary for the child's place at the school to be withdrawn and for them to be educated at a school which is more appropriate to their needs. See the School's Behaviour Management, including Rewards and Sanctions & EYFS Policy for more information.

17. Sibling Policy

The school offers siblings priority for entry to the school, but the onus is with parents to inform the school of any siblings they may wish to be considered for entry. Please refer to the School's Fee Policy for details about sibling discounts.

18. Parental Contract

This admission policy must be read in conjunction with the school's Terms and Conditions that parents are required to sign at the time of accepting a place at the school.

19. Policy References

This policy refers to the following School policies and/or documents:

Behaviour Management, including Rewards and Sanctions Policy
Fee Policy
Offer Letter
Terms and Conditions

20. Policy History

Date of adoption of this policy	
Date of last review of this policy	04/04/2022
Date for next review of this policy	
Policy owner (SMT)	Principal
Policy owner (Chair of the Board)	

Appendix 1

Admissions Process

