ليـــوا للتعليم
Liwa Education

مدرســـة لـــيـــوا الـــدولـــيـــة
Liwa International School
الـقـطـارة Al Qattara

2026-2027

Admissions Policy
Policy Document

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August 2026

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Liwa Education Admissions Policy

Purpose

The purpose of this Admissions Policy is to outline the framework, criteria, and procedures governing the enrollment of students at Liwa Education. This policy ensures that admissions are fair, transparent, and inclusive, upholding our commitment to diversity and accessibility as stipulated by ADEK's policies and Liwa Education's inclusive principles.

1. Admission Principles

Liwa Education upholds a commitment to non-discriminatory admissions practices. Admissions are open to all eligible students regardless of race, gender, nationality, religion, language, special educational needs, disabilities, or medical conditions.

1.1 Non-Discrimination

- Admissions decisions are based solely on eligibility, school readiness, and the ability to meet educational standards without discrimination.

1.2 Inclusive Admission Practices

Liwa Education supports equitable admissions practices for students with additional learning needs. This includes:

- Prioritizing admissions for students with siblings already enrolled and children of school staff.
- Encouraging full disclosure of any additional learning needs, supported by clinical assessment reports or documented learning plans (e.g., Individual Educational Plans, Behavioral Support Plans).
- Facilitating necessary support arrangements, accommodations, or modifications from the admissions process through to integration into the school.

In line with ADEK Inclusion Policy, 2023, the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a

preferred school, provided the school has the capacity to admit them in the appropriate grade. LE adopts a non-discriminatory admissions policy and prioritizes the needs of students with additional learning needs. The admissions process will ensure the following:

- **Prioritization**

Students with additional learning needs and their siblings will be prioritized during admissions, in line with ADEK guidelines.

Example: A student with autism, along with their sibling, will be given priority admission to ensure family support and cohesion.

- **Clinical Assessments**

Original clinical assessment reports from specialists (e.g., speech therapists, psychologists) must be submitted by parents. These reports will help the school determine the necessary accommodations.

Example: A child with ADHD provides a report from their psychologist recommending extended test-taking time and classroom seating near the front to minimize distractions.

- **Transition Support**

Tailored transition programs will be offered to students starting school, including orientation sessions, peer buddy systems, and meetings with the Inclusion Team.

Example: A new student with hearing impairment is paired with a peer buddy and attends a one-on-one orientation with the school's Inclusion Teacher to familiarize themselves with the school's layout and technology support, such as hearing loops.

- **Assessment Accommodations**

All admissions assessments will accommodate students' specific needs, such as providing additional time or alternative formats for students with disabilities. Assessments will not be used to deny admission to the school.

Example: A student with dysgraphia will be allowed to use a computer for typing responses during entrance exams instead of writing by hand.

Inability to Accommodate

When the school considers that they are unable to meet the needs of any students with additional learning needs, they will submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued or after review of the IEP with the parents. An "Inability to Accommodate Form" to ADEK when the following conditions are met:

- **Specialized Support Needs Beyond Available Resources**

The student requires specialized resources, equipment, or therapies (such as intensive physical therapy, medical interventions, or specialized assistive technology) that are not available at the school, and which the school cannot reasonably acquire without significantly compromising the educational experience of other students.

- **Severe Behavioral or Emotional Challenges**

The student exhibits extreme behavioral or emotional difficulties that present a safety risk to themselves or others, or that significantly disrupt the learning environment, and these challenges cannot be effectively managed through the school's existing support systems, behavioral intervention plans, or with the assistance of external professionals.

- **Intensive 1:1 Support Beyond the School's Capacity**

The student requires intensive 1:1 support for a significant portion of the school day (such as constant supervision or physical assistance), beyond the scope of what an assigned Individual Assistant (IA) can reasonably provide, and the school does not have the capacity or resources to provide additional staffing or specialized personnel.

- **Severe Medical Conditions**

The student has medical conditions that require frequent and specialized medical attention, monitoring, or emergency interventions that the school is not equipped to handle, and for which external medical personnel are not readily available.

- **Lack of Progress Despite Targeted Interventions**

The student has been receiving targeted interventions and individualized support over an extended period, but continues to make no meaningful progress in academic, social, or emotional development, indicating that the school's current level of support is insufficient to meet the student's specific needs.

- **Incompatibility with the School's Educational Environment**

The student's needs are incompatible with the general environment, curriculum, and framework of the school (such as needing a highly specialized learning environment designed for sensory integration or other specialized therapeutic settings that cannot be reasonably replicated within the school).

1.3 Open Campus for Prospective Students

Liwa Education invites prospective families to tour the campus, meet staff, and experience the educational environment firsthand. Arrangements for such visits can be coordinated with the admissions office.

2. Admission Procedures

2.1 Application and Admission Timeline

Liwa Education's academic year begins in September, and admissions are accepted year-round based on seat availability. The admissions timeline includes:

- **Initial Application Submission:** Completed application forms and required documentation must be submitted.
- **Application Fee Payment:** A non-refundable registration fee, 5% of annual tuition, is required at the time of application submission.
- **Review Process:** Applications are reviewed by the Admissions Committee, who assess the documents, eligibility, and alignment with grade placement criteria.
- **Enrollment Confirmation:** Successful applicants receive an offer letter with detailed instructions on enrollment procedures and deadlines.

2.2 Required Documentation

To complete the application, the following documents must be provided and/or signed:

- Completed admission form
- Passport-sized photographs (minimum 5)
- Copy of applicant's and parents' passports and Emirates ID (or UAE residency permit for non-UAE citizens)
- Birth certificate and vaccination card
- Transfer certificate (attested if issued outside UAE) for applicants entering Grade 2 and above
- Recent school report card
- Clinical assessment report (if applicable), along with any relevant learning support documentation
- Additional forms or documents may be requested to verify applicant's eligibility and provide necessary background information
- Acknowledgement of the school's right to request an Inclusion Assistant be provided by the parents/guardians to support a student with additional needs
- Acknowledgement of the school's right to levy extra charges, if necessary, as per the Inclusion Policy to allow for proper support of a student with additional needs
- Acknowledgement of the school's right to include a student with identified additional needs on the ALN register, without further permission from a parent/guardian.
- Acknowledgement that the parents must provide a clinical assessment report at any time after admission if the school, through its identification and support processes, identifies the need

2.3 Age and Grade Placement Requirements

Liwa Education follows ADEK's age cut-off dates for grade-level entry:

- **Kindergarten (KG1):** Students must be 4 years old by August 31 of the entry year.
- **KG2:** Students must be 5 years old by August 31 of the entry year.
- **Grade 1:** Students must be 6 years old by August 31 of the entry year.
- Adjustments to grade placement are possible for transferring students under exceptional circumstances as per ADEK guidelines and Liwa's assessment of educational fit.

3. Admission Assessments

3.1 Admissions for Early Years (KG1 and KG2)

Students entering KG1 and KG2 are not required to undergo academic testing. Admissions meetings with families and students are conducted to assess readiness for a school environment and to plan for any specific emotional or educational support needs.

3.2 Admissions for Grades 1-12

- **Grades 1-12:** Students undergo a placement assessment, including an academic test and an informal interview with at least one member of the school leadership team. These assessments guide learning support planning but do not determine admission eligibility.
- **Additional Learning Needs:** Students with additional learning needs may be required to complete a needs-based assessment, for example SNAP. This helps determine the level of support or accommodation required and is not used to reject applications.
- All students will undertake CAT4 testing in year of entry to further support the determination of their needs and strengths

3.3 Placement Criteria for Transferring Students

- **Grade Placement Determination:** For students transferring from other institutions, grade placement is based on the last completed academic year, verified through a transfer certificate and academic records.
- **Curriculum Compatibility:** If transferring from a different curriculum, Liwa Education collaborates with parents to discuss any potential curriculum adjustments required to support the student's transition.

4. Admission Priority and Waiting List

4.1 Admission Priority Criteria

Priority for available seats is extended to:

- Siblings of current Liwa Education students
- Children of school staff

- Students who may benefit from inclusive educational programs, such as those with additional learning needs

4.2 Waiting List Process

Liwa Education maintains a waiting list when classes reach capacity. The waiting list is managed according to:

- **Transparent Ranking System:** Applicants are placed in the order of application completion, with priority categories influencing ranking.
- **Regular List Refresh:** The list is updated each term, and applicants are notified if a spot becomes available.

5. Enrollment and Re-Enrollment

5.1 Enrollment Procedures

Once accepted, the student's place is secured upon:

- Payment of applicable enrollment fees
- Completion of documentation requirements
- Official registration on ADEK's eSIS platform

5.2 Re-Enrollment

Re-enrollment for current students is conducted at the end of each academic year. Conditions include:

- Academic and behavioral standards as per Liwa Education's guidelines
- Settlement of outstanding fees
- Parents' completion of re-registration forms as specified by the admissions office

6. Grade Placement and Student Support

6.1 Grade Placement Policy

New students are generally placed in age-appropriate grades. In cases of curriculum differences, school breaks, or gaps in schooling, Liwa Education may adjust grade placements per ADEK standards.

6.2 Transition Support for New Students

To ensure a smooth transition, Liwa Education provides support for:

- **Early Education Students:** Targeted transition programs are offered for students entering school for the first time.
- **Students with Additional Learning Needs:** Individualized plans are developed, accommodating specific requirements as outlined in ADEK's Inclusion Policy.
- **Transfer Students:** The school assists with orientation, and where needed, provides remedial programs to bridge curriculum gaps.

7. Support and Accommodations for Students with Additional Learning Needs

7.1 Inclusive Education Philosophy

Liwa Education welcomes students with additional learning needs and collaborates with parents to ensure comprehensive support throughout their educational journey.

7.2 Learning Needs Documentation

Parents of students with additional needs are encouraged to submit all relevant assessments and reports, such as clinical assessments or Individual Educational Plans, during the admissions process. This documentation aids the school in planning accommodations and classroom modifications.

7.3 Specialized Support Provisions

Based on needs assessments, students may receive:

- Adaptive technologies, if required, for learning accessibility
- Additional assistance, such as in-class support, speech therapy, or occupational therapy, where deemed necessary

The school is committed to the principle of inclusion, ensuring that equitable access to education is a right for all students, including those with additional learning needs. The school strives to meet the needs of all students within the existing fee structure. However, in cases where a student's exceptional needs require specialist intervention and support beyond the school's standard inclusive provision, additional fees may be

requested, as stipulated in the student's Clinical Assessment Report. The guidelines for additional fees are as follows:

- The school will provide clear justification, supported by evidence, for any additional fees required for specialist services or resources that extend beyond the standard inclusive provision. This ensures transparency and demonstrates the necessity of these services to support the student's specific needs.
- All additional individually chargeable fees will be itemized, and these details will be updated on the eSIS database to ensure accurate record-keeping. The school will provide financial statements to parents on a termly basis, itemizing the allocation of additional funds charged, so parents are fully informed about the costs and their intended use.
- The school limits additional charges to parents so that they do not exceed 50% of the tuition fee. Additionally, any optional administration charge for in-school specialists will not exceed 10% of the service cost, in accordance with the ADEK In-School Specialist Services Policy.
- All additional charges will be reviewed on a termly basis to evaluate the impact and ongoing applicability of the specialist services provided. This regular review ensures that charges remain relevant and are only applied when necessary to support the student's progress.

8. Compliance and Policy Review

8.1 ADEK Compliance

This admissions policy complies with all ADEK requirements and standards. Liwa Education remains accountable to ADEK for policy adherence, and any updates from ADEK are promptly incorporated.

8.2 Policy Review

The admissions policy undergoes an annual review to ensure continuous improvement and compliance. Feedback from the school community is considered in policy adjustments.

Policy Owner Department

Education Department

Key Stakeholders		
Policy Owner:	School Principal	LISQ School
Reviewed by:	Margaret Haynes	Director of Schools
	Kevin Wallis	Deputy CEO
Approved by:	Dr. Shereen Gobran	Chief Executive Officer