



Admissions Policy and Procedures

Adopted: September 2025

Last Revised/Amended: January 2026

Next review: August 2026

Principal Mr. Gary Williams	Academic Co-ordinator Ms. Mercy Bhagyam
---	---

School Vision, Mission and Core Values

Our Vision

Moulding and carving confident individuals, as Global Citizens of the future with a broad outlook, instilled with the impeccable virtues of the heart, mind, and soul.

Our Mission

Harnessing independent learning skills by providing the students with research-based and inquiry-based learning opportunities.

Offering an environment that promotes the love for nature, diversity and an affinity for the rich cultural values and traditions of the UAE and the world around.

Promoting the acceptance of every individual, knowing the fact that each one is unique and special.

Engaging students in the latest technological know-hows in view of directing their minds towards a technology-driven future.

Core Values

Engage with Empathy | Emerge with Confidence | Evolve with Innovation |
Enthuse with Environmental Sensitivity | Express with Conviction

Distribution List:

- MD/ Board
- Principal
- SLT (Head of Primary/MOE)
- Academic Staff
- Parents

Welcome to THE HOPE ENGLISH SCHOOL

We would like to welcome you to The Hope English School, Sharjah. We are a new school offering the UK curriculum. The British curriculum is one of the most well-known and highly-regarded curricula in the world of international education. Many parents choose the British curriculum because they see it as the best choice for providing their children with a first-class education. Parents from around the world seek out British schools to prepare their children for success at British universities and beyond.

We invite applications from students of all nationalities, and from any curriculum, who can demonstrate that they can successfully access our curriculum and will provide a positive contribution to our school.

Aim of Our Policy

The aim of this policy is to outline the admissions process at The Hope English School linked to the guidance of Sharjah Private Education Authority (SPEA). This policy will aim to highlight the process involved in the identification and admission of children who will benefit from our approach to education and who will contribute to school life and the wider community. The school will provide an inclusive education in line with the United Arab Emirates (UAE) Federal Laws and SPEA's expectations.

Its purpose is to describe the principles and processes which are used to select and admit new students to different age groups. The school's admissions process supports the goals and aims of the school as laid out in its vision and mission statements.

Touring Our School

Following an initial enquiry, it is recommended that all parents should meet with the Admissions and SLT teams and tour the school to ensure it is the type of school and environment that they wish their child to attend. We highly recommend that parents develop and prepare their own list of essential questions that they can ask during their tour (school location, fees, class size, teacher qualification, enrichment programmes, curriculum, school timings). This will ensure that if NGBS is chosen, parents are prepared to commit to the next phase of their enrolment.

What are the new school admission age cut-off rules in Sharjah for 2026-27

Sharjah Private Education Authority is pleased to inform that the age of admission for Kindergarten and Grade 1 will now be calculated as of December 31st instead of August 31st.

This decision will take effect starting from the Academic Years 2026–2027.

- The age cut-off date for admission to Pre-Kindergarten, KG1/FS2, KG2/Year 1 and Grade 1/Year 2 has been amended for schools that begin the academic year in August or September.
- For these institutions, the cut-off date has been moved to December 31st, replacing the previous deadline of August 31st.
- This amendment will apply from the Academic Year 2026–27.

Year Group equivalency with minimum age requirement (2026-27)

Let us simplify the Sharjah school admission process and age requirements for you.

- Refer to the table below to learn more about the age cut-off for Pre-KG admissions (FS1 in the British Curriculum) as well as other grades.
- If your child has studied in a different curriculum, you can use this chart to compare grades and see exactly where they fit in.

School Age Cut-off Requirements

- To support children's well-being and readiness for school, education authorities have introduced age cut-off requirements that ensure children begin their learning journey at the most appropriate developmental stage, while also creating consistency across schools and Early Years providers.

- These requirements apply to new student admissions from the Academic Year 2026–27.*

*These age eligibility requirements apply to children enrolling in a school or Early Childhood Centre (ECC) for the first time, in accordance with the approved age cut-off dates. Students who are currently enrolled in schools or ECCs will not be affected by this amendment.

***School Ages by Grade/Year (New Age Eligibility Requirements)**

Minimum Age Requirement	UK Curriculum	American / IB Curriculum
3 years old as of Dec 31st (Toilet trained)	Foundation Stage 1 (FS1)	Pre KG
4 years old as of Dec 31st (Toilet trained)	Foundation Stage 2 (FS2)	KG 1
5 years old as of Dec 31st (Toilet trained)	Year 1	KG 2
6 years old as of Dec 31st (Toilet trained)	Year 2	Grade 1
7 years old	Year 3	Grade 2
8 years old	Year 4	Grade 3
9 years old	Year 5	Grade 4
10 years old	Year 6	Grade 5
11 years old	Year 7	Grade 6
12 years old	Year 8	Grade 7

1. Admissions Policy – Key Points

- 1.1** The Hope English School welcomes students of all abilities, nationalities, and religions who, in the school's opinion, will benefit from the rigorous academic, personal, and social programmes on offer. We are proud of our visible commitment to diversity and international mindedness.
- 1.2** We take our responsibility for children's academic, social and personal growth very seriously. In order to serve every child's individual needs and to support their transition to our school, it is important that we have complete information regarding your child's previous academic experience and pastoral welfare if applicable.
- 1.3** The Hope English School actively seeks to nurture the holistic development of all children.
- 1.4** The Hope English School provides a rigorous international English-language education. Although fluency in English is not a criterion for admissions, assessments are set in the English language. Language proficiency will NOT impact a child's admission into our school where

students will prepare for external examinations (when applicable).

1.5 The Hope English School is an inclusive school that will address the individual needs of all students including those who are diagnosed as a Student of Determination (SoD) including Gifted and Talented (G & T). Parents or guardians of any applicant having a specific known need must submit complete reports with their application. These might include Individualised Education Plans (IEPs) or other reports from health professionals. In the case where a child's specific need has not been previously identified, the school reserves the right to review the situation to assess the capacity to address his/her needs within their existing level of provision.

1.6 The Hope English School will always aim to provide a broad and balanced education and welcomes applications from all students. As an inclusive school, we will strive to admit Students of Determination after a thorough assessment of their educational needs. Our assessment process will allow us to gauge whether we are able to meet the needs of these students.

1.7 The Hope English School adheres to the UAE Federal Law 29 and MoE guidelines

1.8 Ministry subjects are compulsory in the UAE from Year 2. Students will receive a variety of lessons of Arabic/Islamic/Moral Social Cultural Studies per week as per the MoE statutory requirements. This is taught by specialist teachers and aims to develop an awareness and understanding of the origin of the UAE culture.

**** All students who have an Arab passport will learn Arabic A and if they are Muslim, they will learn Islamic A.***

**** Those students who do hold an Arab passport will learn Arabic B and if they are Muslim, they will learn Islamic B.***

**** Those students who hold an Arab passport and who are non-Muslim will learn Personal Social Health Education***

**** Moral Social Cultural Studies is taught to all students.***

2. Waiting List

2.1 The school can maintain a waiting list based on the date of application. Any places will be offered when they become available. The school will periodically seek confirmation that parents wish for their child to remain on the waiting list.

Priority is given in this order: -

2.2 Siblings of students already at school.

2.3 Siblings applying for the same academic year.

2.4 A child who has successfully completed their assessment.

3. Admissions Procedures

3.1 Applications for admissions will commence all year until further notice as specified by the MoE guidelines. Admissions will also continue from January 2025 until further notice as guided by the MoE. Applications must be completed online through the school website.

4. Screening & Assessment

4.1 To ensure that our curriculum is suited to the skills, needs and abilities of every child, an assessment is held prior to entry on the school site. The assessment process is designed and initiated by SLT members who are experienced with initiating a rigorous and supportive assessment process for all students.

4.2 Assessments vary for each year level and can be either group or individual. We are an inclusive school, although we do assess and, in doing so, we try to keep our assessment processes as informal as possible. This reflects the child-centred approach that we adopt.

4.3 Our processes are designed to allow us to get to know each child before they arrive for their first day in the classroom. We do this by giving our teachers as much information as possible on our new students before they start. We look at how well the child separates from the parents and whether they seem confident in answering simple questions. We look to see if the student joins in straightforward conversations with our admissions team.

4.4 For our Foundation Stage (FS) children, we aim to invite all children and parents into school for a play date (if possible). This is where children and parents will spend time in the classrooms to familiarise themselves with the classroom environment and routines.

4.5 Our aim is to be as friendly and welcoming as possible.

5. Assessment Process

5.1 All our assessments are age appropriate and are designed to help explore your child's strengths and personal qualities, readiness, and ability to access our curriculum. The information collated from your child's admissions assessment supports our teaching staff. The information that we collect during the admissions process is vital as this supports the school in making an informed professional decision in relation to your child.

5.2 Literacy & Reading are key skills in accessing the wider curriculum.

Our assessments measure the development of these core skills from early speech and language acquisition through to comprehension and developed vocabulary at a later age. They help you develop a personalised reading path for each child to ensure that appropriate support or challenge can be given early.

5.3 **Play sessions** - We invite all FS1, FS2 and Year 1 (Pre KG, KG1 & 2) applicants to play sessions that will be designed at school. This process will allow our Early Years practitioners to meet with the children and assess their 'readiness' for school. Children will be observed and assessed linked to their fine motor skills and their recognition of colours, shapes, and numbers. This session will give parents the opportunity to meet with our Early Years team.

5.4 **Face to face interviews with students** – will be required, with the Admissions Officer/Head of Primary/or Principal.

6. English as an Additional Language (EAL)

English is the main language of instruction at The Hope English School. We are committed to making our EAL programme available to students whose first language is not English. If a student is identified as requiring possible extra EAL support (either through identification by the parent or through our assessment process) the Inclusion Team will become involved and conduct further testing. Based on the results of this assessment and in collaboration with the Admissions and the Inclusion Team additional support will be discussed.

7. Toileting Policy (FS1/FS2)

7.1 All students should be fully toilet trained (both urinary and faecal) by the time of starting FS1 and must accept the school's policy on toileting. The school recognises that accidents, both urinary and faecal incontinence, do occur at times, but if the class teacher is concerned with the frequency of accidents, the student must stay at home until the parents/guardians are confident that the student can return to school fully toilet trained. Please refer to The Hope English School toileting policy and rules mentioned in the Parent School Contract (PSC).

8. Student Selection is Based on Multiple Criteria.

These are: -

8.1 The results of our assessment processes are supported by previous school records, where available and must be shared with the admissions team.

8.2 The results of the assessments are usually provided to parents within 24 to 48 hours.

8.3 Should a child not be offered a place, parents will be given apparent reasons why and a suggested action plan on what should be the next steps for the child.

8.4 FS1, FS2 and Year 1 applicants are also assessed for school readiness. They must be toilet trained and have a level of independence.

8.5 Age appropriateness for the year/grade level to which admission is sought.

8.6 Transfer Certificate from the previous school (FS2 onwards). Certificates should be attested for international transfer.

- 8.7 Priority will be given to siblings of those who have secured admission to the school.
- 8.8 The admissions team can decide if further assessment or support is required, based on initial assessment.
- 8.9 The child's previous curriculum is taken into consideration as well as the limitations concerning possible transfer dates for local transfers as defined by the MoE guidelines.
- 8.10 All admissions will be offered at the discretion of the Principal in consultation with the School Director.

9. Students of Determination (SoD) – Federal Law 29

Our policy is in line with Federal Law 29 (2006), regarding the education and outcomes of students experiencing Special Educational Needs and Disabilities (SEND). The Hope English School is an inclusive school and aims to support both gifted students and those with special educational needs.

We offer additional learning support where we can help all children to progress. All placements are subject to availability of spaces. Admissions for SoD is not conditional on a medical diagnosis. Any new applicant with identified Specific Educational Needs and Disabilities (SEND) will be referred to the Head of Inclusion. The Inclusion Department will analyse all relevant reports and arrange to observe and assess a child, making appropriate recommendations to the admissions department thereafter.

At our school, we acknowledge that some learners may require extra assistance if they:

- Have a diagnosed disability ranging from mild to profound, categorised according to the MoE SEND Categories
- Experience mild developmental delay that affects their ability to meet age-appropriate milestones
- Have sensory impairments or physical disabilities
- Face emotional, behavioural, or physical disabilities
- Exhibit a combination of any of the afore-mentioned needs

Parents must inform the school at the time of application regarding any additional learning support requirements for their child. Whilst we endeavour to be fully compliant with the regulations stated in the Federal Law 29 (UAE) and the MoE Inclusion Policy, there may be certain admission procedures for SoD at The Hope English School, such as:

- We seek to ensure that every single child is adequately supported socially, emotionally as well as educationally.
- Some children may require additional support for them to access the curriculum and to make progress on a daily basis.
- It is important that the school is made aware of any known disability or special educational need which may affect a child's ability to participate in the admissions process.
- The school will ensure with the support of the parents that their child is able to take full advantage of the education provided by the school.

The school will make every attempt to accommodate the needs of all applicants who require support and for whom the school can adequately provide. The Inclusion Team will be involved in the admissions process from the outset, and it may be that a member of the Team is involved in the assessment for your child. Following the assessment, the Admissions Office will contact you to discuss the support required for your child.

****All parents must ensure that they supply the school with all information necessary as follows: -***

- Submission of the latest assessment documentation (less than 2 years).
- Expert's recommendations and type of support required.
- Complete disclosure of medical history and pertinent documents.
- Child's readiness to be included in a main-stream school.
- Parental support and compliances to specific recommendations from your previous school (*if diagnosed) such as IEP's (if any), medical/psychological assessments (if any).
- Students requiring significant support to access the school will be referred to external professional experts.
- Parents are usually asked to view the services and arrangements the school offers before a mutual decision regarding a student's admission is taken and finalised.
- Parents are required to support and comply with the specific recommendations made by the school.
- Foundation stage students will be assessed in a group environment to consider their school readiness and social skills.
- Failure to disclose any previously identified needs, including the deliberate withholding of information, may result in the cancellation of admissions.

The final decision regarding admissions to our school will be taken collaboratively between the Principal, Head of Inclusion, and other members of the School Leadership Team. The team will evaluate if the school is adequately equipped to meet the needs of your child.

10. School Transportation – (*Our transport service is subject to availability in the area)

- Our Bus transportation service is dependent on the location of your home. Our buses are all subjected to SPEA specifications and approvals.
- Applications must be submitted before the start of the school year, and decisions are based on the eligibility criteria.
- Priority is given to students who have siblings already using the bus service.
- Students using bus services are required to follow a code of conduct. Failure to do so can result in the suspension of bus privileges.
- Our school transportation policy is often reviewed periodically to ensure they meet the community's needs and safety standards.

11. Key Documents Required for Admission: -

- Student's Passport
- Student's residence Visa (non-Emirati students only)
- Student's UAE ID card copy (both sides)
- Student's Birth Certificate
- Student's Immunisation Record/ Medical record
- Parent's/Sponsor's passport copy
- Sponsor's residence visa
- *Mother's – Emirates ID ONLY
- Parent's/Sponsor's UAE ID card copy
- Family book (Emirati students only)
- Student's photograph (Passport size x 5)
- Previous year's school reports
- Transfer Certificate (TC) confirming your child's details, school attended, dates attended and last school grade. It must be written on letter headed paper, signed by the School Principal, and stamped.
- All Transfer Certificates from outside the UAE must be attested by the relevant Ministry of Education within the home country and by the UAE Embassy. This must be subsequently attested by the Ministry of Foreign Affairs in the UAE.
- All Transfer Certificates from inside the UAE must be attested by the relevant Ministry

of Education from the Emirate of the previous school.

- Once the assessment has been completed and all key documents have been provided, feedback will then be given directly after the assessment or within 48 hours.
- Offer letters will then be sent to all successful applicants.
- Once you have received an offer, you will have 3 days in which to reply.
- To accept the offer, you will need to return the required documentation and make the payment as per the offer letter.
- Once this is all in place, your child will be enrolled for the forthcoming academic year.

12. Medical Records for all Students

- 12.1** The school requires current and accurate information about your child's medical requirements. You must update the school, should any circumstances change. Children can only begin their educational journey with the school once the completed medical form has been received by the Admissions office.

13. Dietary Records for all Students

- 13.1** The school requires accurate information about your child's dietary documents shared with the team concerning their child's specific requirements if any.

14. Conditional Offers

- 14.1** The school reserves the right to make a conditional offer in a variety of circumstances. The nature of the condition and the financial consequences will be clearly stated in writing in advance and signed by the parents applying for admission, including the relevant SLT member and the Principal.

15. Withdrawal Process

- 15.1** Parents wishing to withdraw their child(ren) from study at The Hope English School should notify the school in writing by submitting a Withdrawal Form.
- 15.2** Withdrawing parents will be invited for an exit interview with the Principal.
- 15.3** Parents must ensure that all their dues are clear to the finance department.
- 15.4** Fee of AED 75/- is to be paid to generate the transfer certificate.
- 15.5** In case a parent is requesting for a transfer certificate in the middle of the academic year in that scenario the eligibility for refunds will be determined according to the MOE Tuition Fee Refund Policy.
- 15.6** On withdrawal, the school will provide a transfer certificate within seven working days if the transfer request is requested in the middle of the academic year.
- 15.7** Transfer Certificate requests received at the end of academic year will be provided in accordance with SPEA's terms and conditions.
- 15.8** Report cards are provided at the end of each Term.

16. Rules Related to a Transfer Certificate (TC)

- 16.1** SPEA requires that every student must be registered with them. To process this registration, parents must provide the School with a Transfer Certificate (TC) from the child's previous school.

17. Admission Cancellation and Refund Policy

- 17.1** If any parent wishes to cancel their child's admission, it must be confirmed in writing before attending the first day (either on or before the start of school). The Admission cancellation form must be completed and counter-signed by the Administration Department.

18. Students Transferring from a School Within Sharjah

- 18.1** Parents should obtain their TC from the previous school.
- 18.2** The TC should be written in English/ Arabic and in the standard UAE format.

19. Students Transferring from Another Emirate

- 19.1 Parents should obtain the TC from the previous school.
- 19.2 The TC should be written in English/Arabic and in the standard UAE format.
- 19.3 The MOE in the respective emirate must attest the TC.

20. Students Transferring from Outside the UAE

- 20.1 Any student arriving from outside of the UAE needs to provide an original transfer certificate attested by: -
- 20.2 The Ministry of Education (in the country of school).
- 20.3 Ministry of Foreign Affairs (in the UAE).
- 20.4 UAE Embassy (in the country of school).
- 20.5 Transfer Certificates must be properly signed, stamped, or attested as necessary, for your child to be registered at UAE Ministry of Education.
- 20.6 The attestations outlined above must be obtained from the country in which the previous school is located.
- 20.7 The TC must be written in English, on school letterhead and stamped with the school's official stamp.
- 20.8 Final placement of students will be based on the information supplied in the transfer certificate.
- 20.9 In case of transfer from outside the UAE the school must abide by all of SPEA's rules and regulations in relation to the admission's final deadline.
- 20.10 We will support the parents with an undertaking letter subject to the SPEA admissions deadlines.

21. Extended Leave/Absences

- 21.1 Based on the validity of reasons, leave for up to 30 days against submission of supporting documents can be approved by the Principal, and an extension of up to three months can be given after SPEA permission, subject to below SPEA clauses: -
- 21.2 Absence is considered/excused in the following cases: -
- 21.3 Sickness that is documented by a doctor's report certified by official medical authorities.
- 21.4 Travel outside the UAE for purposes of accompanying a relative of first-degree relation during medical treatment under condition of proof (via an official accredited certificate) for a period non-exceeding one month during the academic year, extendible through permission granted by SPEA.
- 21.5 Evidence of being outside the country must be testified by the UAE embassy in that country.
- 21.6 Official and patriotic duties assigned to the student.
- 21.7 Appearance before official organisations under the condition of proof via official documentation.
- 21.8 Death of a relative (of the first and second degree) for a maximum period of three days.
- 21.9 Absence for a period of a day or two consecutively, up to a maximum of five days during an academic year for reasons accepted by the School Administration.
- 21.10 In addition, the School Principal can approve emergency absence on a case-to-case basis after obtaining permission from SPEA.
- 21.11 Unauthorised leaves to be pursued with parents, if there is no response after repeated attempts then cancellation can be executed after 15 days of unauthorized absence.
- 21.12 Fee non-payment/ defaulting cases taking a month/ term long absence will be treated the same as unauthorised absence; will be pursued with parents, if there is no response after repeated attempts then cancellation can be executed after 15 days of unauthorised absence.

22. Policy Review

- 22.1 This policy will be reviewed annually, though; any deficiencies or weakness in our admissions process will be remedied without delay. The Principal, SLT members and the Head of Learning Support will undertake an annual review of the Admissions policies and procedures linked to the efficiency with which the related duties have been discharged. Any amendments will be processed to the School Director for approval.