



مدرسة هامبتون هايتس انترناشيونال

Hampton Heights
International School

Admission Policy

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Chapter 1: Introduction:

Hampton Heights International School is a vibrant, co-educational institution dedicated to providing a broad spectrum of opportunities that foster academic, personal, and social growth for all students. We are committed to establishing top-tier academic programs that serve as the gold standard for excellence in education. Central to our ethos is a deep appreciation for our rich cultural diversity, which not only enriches the learning environment but also imbues our school community with a global perspective. Our state-of-the-art facilities are thoughtfully designed to inspire, engage, and motivate students, enabling them to reach their fullest potential in all areas of development.

Adopting the British curriculum, we offer a comprehensive educational pathway from Foundation Stage 1 (FS1) through to Year 6, ensuring a solid foundation in core subjects while fostering critical thinking, creativity, and collaboration. We strive to create an inclusive and nurturing environment where every student is empowered to excel academically, socially, and emotionally, preparing them for future challenges and opportunities in an ever-evolving world. The school's curriculum is thoughtfully adapted to meet local educational requirements and is further enriched by the guidelines of the UAE Ministry of Education. We are committed to preparing students for success both within and beyond the school environment, equipping them with the skills and qualifications needed to thrive in an ever-evolving global landscape.

Our educational programs are firmly rooted in the values of Islam and the rich cultural heritage of the UAE, while also integrating diverse world cultures. This holistic approach ensures that our students not only develop a strong sense of their identity but also grow into well-rounded global citizens who respect and appreciate the diversity of the world around them.

At the core of our curriculum is a focus on skill-based learning, designed to foster key personal attributes. By nurturing critical thinking, creativity, and collaboration, we aim to develop students who are confident in their abilities, reflective in their actions, responsible in their choices, and compassionate in their interactions. We encourage independence and self-motivation, empowering students to take ownership of their learning journey while remaining mindful of the importance of community and empathy.

Our goal is to produce graduates who are not only academically accomplished but also morally grounded, socially aware, and equipped with the essential life skills to contribute positively to society and meet the challenges of a dynamic, interconnected world. We strive to cultivate a deep sense of ethical responsibility in our students, guiding them to make decisions rooted in integrity and respect for others, while maintaining a strong moral compass.

In addition to academic excellence, we place a strong emphasis on character development, encouraging our students to become empathetic, compassionate individuals who actively seek to understand and support those around them. By fostering a sense of social justice and community service, we aim to inspire students to take action on important global issues, contributing meaningfully to the well-being of others and the environment. Our holistic approach to education nurtures critical life skills such as resilience, adaptability, and problem-solving, preparing students to navigate the complexities of the modern world with

confidence and innovation. We emphasize the importance of collaboration and effective communication, ensuring that our graduates are not only independent thinkers but also capable of working harmoniously within diverse teams.

Through a balanced blend of academic rigor, cultural appreciation, and values-based learning, our students leave equipped with the tools to succeed in their personal and professional lives, becoming leaders and change-makers in a rapidly evolving global community. Ultimately, we aim to empower each student to pursue their passions, achieve their full potential, and make a positive impact on both their local communities and the world at large.

Chapter 2: Policy Statement & Purpose:

2.1 Statement:

At Hampton Heights International School, we are committed to offering a fair, transparent, and inclusive admissions process that reflects the values and ethos of our diverse school community. We welcome applications from students of all nationalities, cultures, and abilities, ensuring equal opportunity for admission regardless of race, gender, religion, disability, or socio-economic status. We believe that a diverse student body enriches the educational experience for all, fostering a global mindset and deepening cultural understanding within our school.

Our admissions process is designed to be straightforward and accessible, aligning with the guidelines set forth by the UK Department for Education, the UAE Ministry of Education, and relevant local authorities. We strictly adhere to all statutory requirements to ensure fairness, equity, and transparency in every application. Our approach guarantees that each student is considered based on individual merit and potential, ensuring an inclusive environment where everyone has the chance to thrive.

2.1.1 Holistic Admission Criteria:

In addition to meeting the formal requirements of age-appropriate placement and residency (if applicable), our admissions process evaluates students holistically, taking into account:

- Academic readiness: We assess a student's academic history, readiness for the next level of education, and overall ability to benefit from the curriculum we offer.
- Personal and social development: We value character and personal development, looking for students who demonstrate the potential for growth, positive behavior, and engagement with their peers.
- Language support needs: As an international school, we provide robust support for students who are English Language Learners (ELL) or those with English as an Additional Language (EAL), ensuring all students can access the curriculum effectively.

2.1.2 Inclusive Approach for Students of determination (SOD's):

At Hampton Heights International School, we are deeply committed to providing an inclusive learning environment that supports students of determination (SODs). We recognize the

unique strengths and challenges of each student and are dedicated to fostering a supportive, individualised approach to education. Our goal is to ensure that every student, regardless of their specific needs, has access to high-quality learning opportunities and the resources necessary to thrive.

We work in close partnership with parents, caregivers, and external specialists to conduct comprehensive assessments of each student's needs, abilities, and potential. This collaborative process ensures that we understand the specific requirements of each student and can provide tailored support plans that facilitate their academic, social, and emotional development.

The admission process for SODs is guided by a detailed evaluation of the school's capacity to meet the student's needs, ensuring we have the appropriate resources, specialized staff, and learning support systems in place. This includes consideration of the physical, cognitive, and social aspects of the student's education, with the goal of offering the best possible educational experience.

2.2 Purpose:

The purpose of our school admission policy is to ensure that the process of admitting students is carried out in a fair, transparent, and consistent manner, in compliance with national and local education regulations. Key objectives include:

1. **Fair Access:** To provide equal opportunities for all students, regardless of their background, ability, or circumstances, ensuring that admission decisions are free from bias or discrimination.
2. **Compliance with Regulations:** To align with the statutory requirements set by the UK Department for Education, local authorities, and relevant educational frameworks, ensuring that the school meets all legal obligations.
3. **Clarity and Transparency:** To provide a clear, easily understood framework for parents, guardians, and applicants, outlining the criteria, procedures, and timelines for applying to the school.
4. **Effective Allocation of Places:** To manage the allocation of school places efficiently, ensuring that available spaces are offered based on defined criteria such as catchment areas, sibling attendance, or special educational needs.
5. **Supporting Inclusivity:** To promote an inclusive school environment by welcoming students of different abilities, including those with special educational needs or disabilities (SEND), and ensuring that they receive the necessary support.
6. **Establishing a Sense of Community:** To foster a diverse and cohesive school community by offering a balanced admissions policy that reflects the local population while encouraging a sense of belonging and inclusivity for all students.
7. **Guiding Appeals:** To provide a structured process for addressing admission appeals, ensuring that any disputes are handled fairly and with due consideration of all relevant factors.

Ultimately, our school admission policy ensures that the school remains accessible to all eligible students while maintaining transparency, fairness, and compliance with statutory education guidelines.

All students are eligible for admission to Hampton Heights International School if it is believed that the school can meet their individual needs. We uphold a strong commitment

to inclusivity and do not discriminate on the grounds of nationality, race, gender, religion, social class, or special educational needs (SEN). Our goal is to accept all qualified students who apply, fostering a diverse and welcoming school community that reflects our international and multicultural ethos.

All applicants are required to submit a recent report from their previous school, which will be used to assess their academic and behavioral history. If a school report is unavailable, applicants will undertake a placement test designed to evaluate their current academic level. The test results will be reviewed by school staff, and the final placement decision will be made by the Principal to ensure students are assigned to the appropriate class for their abilities.

In cases where a child has Additional Needs, our Inclusion Department takes a lead role in the admissions process. A comprehensive, holistic assessment is carried out to identify the child's specific educational requirements. This ensures that the school has the resources and capacity to provide tailored support, including any necessary accommodations, to help the child succeed. The inclusion team works closely with families to create an individualized support plan if required.

Class placements at Hampton Heights International School are determined by the Heads of School, based on the student's previous educational record, the school's assessment, and compliance with Ministry of Education (MOE) and Knowledge and Human Development Authority (KHDA) regulations regarding age and year group placement. We strive to ensure that every student is placed in the most appropriate learning environment where they can flourish academically, socially, and emotionally.

At Hampton Heights, we highly value our partnership with parents and guardians as essential collaborators in their child's educational journey. To facilitate accurate and effective placement, we require parents to provide all relevant documentation prior to enrollment, including previous school reports, medical records (if applicable), and any specialist assessments. This enables us to fully understand the child's needs and tailor their educational experience accordingly.

Open communication and mutual cooperation are key aspects of our admissions process. We work hand-in-hand with parents, specialists, and other stakeholders to ensure that each student receives the highest quality education that meets their individual needs. This collaborative approach helps to build a strong, supportive learning community where every child can thrive. By ensuring a thorough, transparent, and collaborative admissions process, Hampton Heights International School aims to provide an inclusive, high-quality educational experience for all students.

Chapter 3: Equal Opportunity and Anti-Discrimination:

3.1 Equal Opportunities:

Our school maintains a firm commitment to equal opportunity in education. We actively work to prevent any form of discrimination or bias in the admissions process and throughout the school experience. Whether a student's background, ethnicity, gender, ability, or socio-economic status, our admissions policies ensure that all students are given the opportunity to succeed in an inclusive and supportive environment. We value diversity as a core strength

of our school community and strive to create a learning space where every student feels respected, safe, and empowered. We take proactive steps to ensure that our admissions process is accessible to all families, providing clear guidance and support throughout the application journey. Our staff is trained to uphold the principles of equality and inclusion, ensuring that any unconscious bias is minimized and that the best interests of each child are always the priority.

3.2 Appeals Process:

Should an application be unsuccessful, parents or guardians have the right to appeal the decision. Our appeals process is clearly outlined and designed to be transparent, fair, and respectful of each applicant's circumstances. We understand the importance of clear communication and provide detailed information about the reasons for any admissions decisions, offering parents the opportunity to engage with the process. The appeals process is handled by a dedicated panel that reviews each case thoroughly and objectively, ensuring that all applicants are given the opportunity to have their situation reconsidered.

3.3 Commitment to Continuous Improvement:

Hampton Heights International School regularly reviews its admissions policy to ensure it remains aligned with the evolving needs of our community and complies with the latest educational guidelines, both locally and internationally. We are committed to making continuous improvements to enhance the fairness, accessibility, and inclusivity of our admissions process. Regular feedback from parents, students, and staff informs our efforts to ensure that our policies and procedures reflect best practices in education.

Our school leadership engages in ongoing professional development to stay updated on changes in educational law, diversity, and inclusion strategies, and effective admissions management. This commitment to improvement ensures that our admissions practices are not only compliant but also reflect our core values of inclusivity, transparency, and respect for all individuals.

Our aim is to create an environment where all students feel welcomed, valued, and empowered to reach their full potential, both academically and personally. We believe that every student has the right to an education that inspires confidence, nurtures individual talents, and fosters a lifelong love of learning. Through our admissions policy, we seek to build a diverse, dynamic community that reflects the richness of the world and supports each child in becoming a responsible, compassionate, and well-rounded global citizen.

Chapter 4: Comprehensive Support System:

We believe in the importance of regular, open communication between the school, parents, and specialists. Ongoing monitoring and assessment allow us to adapt our support strategies to the evolving needs of each student, ensuring that they receive the most appropriate and effective interventions.

Our commitment to inclusivity extends beyond the classroom, creating a school environment that embraces diversity, promotes empathy, and fosters mutual respect. By providing the necessary support and resources, we empower students of determination to achieve their

full potential, both academically and personally, and to become confident, active members of our school community.

At Hampton Heights International School, we are dedicated to ensuring that every student, including those with diverse learning needs, receives a comprehensive, individualized, and inclusive educational experience.

- Individualised Education Plans (IEPs): For each SOD, we develop a personalised education plan that outlines specific learning objectives, accommodations, and support services. These plans are regularly reviewed and updated in collaboration with parents, teachers, and specialists to ensure progress and address emerging needs.
- Specialist support: We provide access to a range of specialist services, including speech therapy, occupational therapy, and psychological support, depending on the individual requirements of the student. This holistic approach ensures that students receive targeted interventions to support their development.
- Inclusion in the mainstream classroom: Whenever appropriate, SODs are integrated into mainstream classes with the necessary accommodations, allowing them to engage with peers and participate in the broader school community while benefiting from differentiated instruction.
- Assistive technology: Where applicable, we utilize assistive technology tools to enhance learning for students who may require additional support in accessing the curriculum.

Chapter 5: Model of addressing the student needs on admission:

The right based Model

Hampton Heights International School is committed to:

- Recognising a student of determination's right to access the same quality of education as other students.
- Identifying the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success.
- Shifting from viewing the disability within the person to recognising that disability is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems.
- Developing more effective teaching, learning, and curriculum development processes that cater to all,

In many cases, students of determination (SOD's) will also have a formally diagnosed disability; however, others may not have a diagnosis but still experience barriers to their learning. At Hampton Heights International School, we are dedicated to developing a comprehensive and nuanced understanding of the diverse challenges that can affect a student's educational journey. We recognize that each child is unique, and their needs may vary significantly, requiring tailored approaches to support their learning effectively.

Our team actively engages in ongoing professional development to stay informed about the latest research and best practices in supporting students of determination. This knowledge enables us to identify and address a wide range of barriers to learning, whether they stem from cognitive, emotional, social, or physical factors. We utilise a holistic approach that considers each student's individual circumstances, fostering an environment where all learners can thrive.

By prioritising a thorough understanding of each student's barriers to learning, we are committed to fulfilling their special educational needs and providing them with the best possible educational experience. Our ultimate goal is to empower every student, regardless of their challenges, to reach their full potential academically and personally, contributing positively to our vibrant school community.

Chapter 6: Procedures:

6.1 Enquiry:

Parents can find an application on the school website, or it can be completed manually by a member of the admissions team. Admission policies and procedures have been established to make certain that students are appropriately placed at Hampton Heights International School, while maintaining the integrity and consistency of school policies and the application process. A student's admission is not conditional on a medical diagnosis. Accurate placement will ensure that those students admitted benefit fully from the educational programming offered and that they will have a higher probability of a successful learning experience. The Admissions team is committed to working together with families to determine the educational placement that is best for each student. Parents, upon making an enquiry will receive a phone call from our admissions staff within 24 hours.

6.2 Registration:

Parents can submit an application for their child/ren through the school's website by clicking on "Enrol Now". In order to complete their registration, a parent must supply all required information including names, dates of birth and grade/year of application. Where required, the parent is also asked to pay the Application Fee.

The Application Fee is:

- ❑ Refundable if the school does not offer the student a place. Unless, the child's registration is carried forward to the following academic year.
- ❑ Non-refundable if the school offers the student a place but the student chooses not to take it.
- ❑ Not deductible from the total tuition fees to be paid if the student is offered and accepts a place.

6.3 Screening and Assessment:

Woodlem Park Group is a fully inclusive network of schools. Students must be placed based on a school report from the child's previous school. This includes age requirements, school complete documents, academic standards and being able to rightfully remain in the country.

Screening and assessments to determine the right placement within Hampton Heights International School and support personalised learning pathways may be undertaken before the student starts. Screenings and assessments may consist of 1:1 phonics screeners, reading, writing, maths, social skills, LD checklists, CAT4 and/or other standardised cognitive abilities tests. An assessment specific to students with Additional Needs and English Language Learners may be conducted by the Head of Inclusion or a member of the English as an Additional Language Team.

For incoming students of determination, the following measures are used to help assess the level of individual need and to ensure that appropriate provisions can be made for each student:

- ❑ Parent/Carers are required to disclose any Special Educational Need that has been previously identified.
- ❑ Student's application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans, advanced learning plans, behavior intervention plans and any previous medical/psychological assessments that are relevant to the application.
- ❑ Foundation Stage students are assessed in a group environment in order to take into account social abilities and school readiness.

6.4 Offering a Seat:

When there is available space in the requested year, an applicant may be offered a seat within 48 hours of registration. Hampton Heights International School has the right to revoke the offer at any time during the admission process if the conditions of the offer are not met. The school will make every effort to ensure that the enrolment of Students of Determination is open, fair and in the best interests of the student at all times. We recognise the importance of identification as early as possible for potential students with Additional Needs in order to identify whether suitable, individualised intervention can be supplied within an Inclusive mainstream school.

Steps:

1. Scheduling a school visit with the child and original documents.
2. Interaction for FS1 & FS2 or entry-level assessment for Year 1 to Year 6 (timings provided by Admission officer In-charge).
3. Assessment results will be communicated via call/email.
4. Age and documents verification will be done before payment.
5. Follow-up for transport, books, stationery, and uniforms.
6. Child orientation – date will be informed by the school.

6.5 Class Placement:

The goal of the class placements is to create homogenous sections within each year level. Each of the sections will be as balanced and diverse as possible considering the following student characteristics:

- a) English language fluency.
- b) Educational needs.
- c) Ability level.
- d) Mother tongue language.
- e) Additional Needs.

6.6 Students of determination placement:

Placement refers to the amount of time in each school day that a student spends in the resource or in a general education classroom. Hampton Heights International School has a range of placements where the student can be taught, including in the general education classroom as follow:

- a) Regular classroom with indirect support.
- b) Regular classroom with resource assistance.
- c) Regular classroom with withdrawal assistance.
- d) Special Education class with partial integration.

6.7 Waitlisted Applicants:

When there is no seat available in the requested year level, an applicant is placed on the waitlist. At time of communicating to a parent that a child is on a waiting list, the student will be referred to another Woodlem Park School. All students on a waiting list should be telephoned regularly and kept informed about open seats and the possibility of being placed. Bi-weekly email communication to be sent to all families waiting for a seat. If Hampton Heights International School is unable to offer a place for the application, parents can either claim the refund or keep the student on the waitlist for future enrolment. If parents choose the refund, the amount will be refunded for the entire amount of application in the same mode as originally paid by parent, i.e. through credit card.

6.8 Management of Waitlists:

Students will only be placed on the waitlist once full documentation is received; payment of the registration fee made and successfully completed the assessment process. Students will remain on the school's waitlist for up to two academic years based on the date of enquiry.

6.9 Denied Applicants:

Applicants who have not met the entry requirement sent by the school must be offered a re-assessment or referred to another Woodlem Park School. All schools are responsible for doing all that Woodlem Park Schools can to accept and place students.

6.10 Application Rollovers:

Registrars will communicate to parents the option to remain on the waitlist for the next academic year prior to opening admissions for the prior academic year. A parent will need to respond to the Registrar with their intent to remain on the waitlist for the next year. After two years on a waitlist, a parent can only remain on the waitlist by reapplying and resubmitting the required documents.

6.11 Confirmed Enrolment:

Once an offer has been accepted by the parent, all pending paperwork and payment of applicable tuition fees must be submitted before the child's date of join. The terms and conditions attached to the offer letter provide the expectations and requirements from the parent and the school.

6.12 Required documents:

As part of the enrolment process, applicants must submit the following documents:

- Student Birth Certificate Copy.
- Student Passport Copy.
- Student Visa Copy.
- Student Emirates Card ID Copy (both sides).
- 2 recent Passport size photographs.
- Immunisation Certificate Copy.
- Most Recent School report/nursery (previous 2 years) copy.
- Most recent Individualised Education plan / Advanced learning plan.
- Medical Declaration and Mandatory Information Forms.
- Sponsor Passport Copy.
- Sponsor Visa Copy.
- Sponsor Emirates ID Copy.

Not all documents are required to secure the applicants place at Hampton Heights International School. The mandatory documents needed to enroll are the following:

- Copy of child's Emirates ID.
- Copy of the student's attested certificates from his/her previous school.

6.13 Sibling Discount:

Hampton Heights International School offers sibling discounts on monthly tuition fees as follows:

- Second sibling: 10% discount.
- Third sibling: 15% discount.
- Fourth sibling: 20% discount.
- Fifth sibling onwards: 30% discount.

6.14 Re-enrolments:

To secure a place for the next academic year, a re-enrolment process is held each year. Students who are not in compliance with local government regulations or have unpaid school fees, will not be eligible to re-enroll and continue at the school the next academic year.

6.15 Refund of Tuition Fees:

- In the cases of both existing and new students, the registration and re-registration deposit will not be refunded unless there are extenuating circumstances. These circumstances include, but are not limited to relocation to another country/Emirate or any other unforeseen circumstances.
- In the case of refund, the school fees will be calculated as follows:
 - Tuition fees paid prior to the beginning of the academic year are refundable and only the registration / re-registration fees will be deducted.
 - If the student was enrolled in the school for two weeks or less, a month's fees will be deducted.
 - If the student was enrolled in the school for a period ranging between two weeks and one month, two months' fees will be deducted.

- Notice of student withdrawal and application for a tuition refund at the request of the parent/guardian must be made in writing to the School Principal or Registrar thirty (30) days in advance.

Chapter 7: Attestation of Transfer Certificates:

In order to ensure a smooth admission process, all students transferring from other schools, both locally and internationally, are required to submit attested transfer certificates. The requirements for attestation vary depending on the country of the previous school:

- For Students Transferring from within the UAE: Transfer certificates must be attested by the relevant Education Authority in the emirate where the previous school is located. This ensures that the student's educational history is officially recognised within the UAE education system.
- For Students Transferring from Europe, Japan, Australia, New Zealand, Canada, the U.S., and the U.K.: Transfer certificates from schools in these countries need to be attested by the issuing school. No further attestation is typically required, as these countries have established international education standards recognised by UAE authorities.
- For Students Transferring from GCC Countries (Saudi Arabia, Oman, Bahrain, Qatar, and Kuwait): Transfer certificates must be attested by the Education Authority of the country from which the student is transferring. This step ensures the certificate's validity and alignment with the UAE's educational standards.
- For Students Transferring from Other Countries: Transfer certificates from all other countries must be attested by the UAE Embassy in the country where the certificate was issued, in addition to the Ministry of Foreign Affairs in the UAE. This dual attestation process verifies the authenticity of the certificate and ensures it meets the UAE's regulatory requirements.

Important Notes:

- All admissions are contingent upon the final approval of the Knowledge and Human Development Authority (KHDA).
- Incomplete or improperly attested documents can lead to significant delays or rejection of the admission application.
- It is strongly advised to begin the attestation process early to avoid any disruption in the student's entry to the school.
- Additional documentation may be required in some cases, depending on the student's previous school and education system.

Chapter 8: Policy review & amendment:

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
December 05, 2024		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education. <input type="checkbox"/> Head of admissions. 	
June 05, 2025		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education. <input type="checkbox"/> Head of admissions. 	
December 05, 2025		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education. <input type="checkbox"/> Head of admissions. 	
March 10, 2026		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education. <input type="checkbox"/> Head of admissions. 	
December 10, 2026		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education. <input type="checkbox"/> Head of admissions. 	