



Everyone Counts, Everyone Contributes, Everyone Succeeds.

ADMISSIONS POLICY AND PROCEDURE 2020



Lead: AP INCLUSION
Review: Nov 2020

INTRODUCTION

Horizon International School is a non-selective School which embraces inclusion in line with the Dubai Inclusive Education Policy Framework, 2017. We cater for all nationalities and religions; this is reflected in the values and culture of the whole school community so that all learners feel welcome, accepted, safe and valued whatever their background.



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INDRODUCTION

Horizon International School is a non-selective School which embraces inclusion in line with the Dubai Inclusive Education Policy Framework, 2017. We cater for all nationalities and religions; this is reflected in the values and culture of the whole school community so that all learners feel welcome, accepted, safe and valued whatever their background. Upon entry to the school, we carry out an Assessment of Educational Need (Appendix A) in order to support with the identification of students of determination, those transferring from other curricula and those who are gifted and talented. At HIS, we modify our curriculum accordingly and measure the impact of any intervention and specific support mechanisms through the use of feedback from monitoring and assessment processes.

Entry

1. Horizon International School is a British curriculum school catering for students from all communities and staffed predominantly by British trained and experienced teachers. The language of instruction is English but we do welcome students for whom English is an additional language as we believe that with submersion within the English language, these students are able to thrive.
2. Admission to Horizon International School will be subject to the availability of places within any given year group. The entrance assessment process for Years 3 to Year 13 involves students taking a Cognitive Abilities Test (CAT4), in addition to a piece of writing, some reading and mathematics. The purpose of this is to establish the level of the child so that we can plan their provision accordingly. For the Foundation Stage and Key Stage One, the entrance assessment process involves observations and 1:1 learning with the student, including English and maths. Please note, It is very rare that a child is accepted into Year 11 or 13, half way through the GCSE/A-Level course unless they are transitioning from a British Curriculum School and the same examination subjects and exam boards are offered as their previous school.
3. We ask for two consecutive reports from previous schools to help inform the application process
4. We actively welcome applications from students with special educational needs and disabilities (SEND). Information from the entry assessment process informs school based provision planning in preparation for admission of the student.
5. Where parents have declared their child has a known or possible SEND on admission, the assessment process will be adapted to ensure the Assistant Principal for Inclusion is fully involved in the assessment process prior to any offer of a place at Horizon (please see Appendix B). This will help to ensure the pupil's current and possible future needs are met.
6. For some students of determination (those with a very high level of need where continuous support throughout the school day is required, above and beyond that of the standard school service), the school may stipulate that the student needs a 1:1 Learning Support Assistant as part of their conditional offer. If this is the case, the school will actively seek a 1:1 LSA whose skillset compliments the needs of the student; this will be funded by the parents and the school will not make a profit on this additional fee.
7. In the rare case where the school is unable to support a student of determination, the criteria and rationale for this decision will be explained through the completion of the KHDA non-admission form.
8. All students are required to have a valid UAE ID Card in order to attend school and parents need to ensure that the School has up-to-date copies of this ID
9. The school actively seeks out Safeguarding and Child Protection information from the student's previous setting. This is to ensure the successful transfer of information regarding wellbeing and the safety of the student.



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10. Siblings of students already attending Horizon International School, will receive priority of places. As per Standard 2.2 of the Dubai Inclusive Education Policy Framework, students who experience SEND will receive "sibling priority" for admission
11. On application, parents are asked to share all known information regarding the child's SEND or possible SEND. Where parents withhold such information, the school reserves the right to withdraw the place. The school works closely with parents to ensure an appropriate provision can be agreed upon and planned together
12. Applications for students attending other educational establishments owned by Al Najah Education LLC will receive assessment priority after siblings providing applications are submitted by given deadlines i.e. The 31st October prior to the required academic year for FS1 applications and the 31st December prior to the required academic year for all other year groups
13. Failure to submit all required documentation may result in your application being cancelled or your child losing their place at Horizon International School, Umm Sheif.
14. Confirmation requests will be sent out via e-mail from time to time asking whether you still require a place for your child The school reserves the right to remove a child from our waiting list if no response is received by a given deadline
15. Where an assessment is offered and not attended or a place is offered and not accepted, the school reserves the right to remove that child from our waiting list.

Review of Policy

The Admissions Policy is monitored by ELT and reviewed on an annual basis.

Policy Details:	Admissions Policy
Version Date	November 2020
Last Review	November 2019
Next Review	November 2021
Responsible ELT:	Amanda Buckley
Governors Review Date	November 2020



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Appendix A

Horizon International School
Entry Assessment

The purpose of the entry assessment is to ascertain a student's strengths and challenges to learning so that we can begin to plan the strategies that will contribute to their success.

General Information

Name of Student:		DOB:	
Year group being assessed for:		Nationality:	
First language:		Is the student a 'student of determination'? (If yes, please attach reports)	

Assessment information (If applicable – Year 2 upwards)

CAT4 Mean:			
Verbal:		Quantitative:	
Non-Verbal:		Spatial:	

Observations during assessment:

<u>General Observations</u>



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What are the student's strengths?

What are the student's challenges to learning?

What strategies or modifications would the student need in order to be successful?

What are the next steps?

Would the student need access to inclusion provision? Yes/No
(If yes, please refer to the Assistant Principal-Inclusion)

Member of staff completing the assessment: _____

Role: _____

Signed: _____



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Appendix B

Admissions Checklist

Name of Applicant: _____ Year Group: _____

Date Application Received (Admissions)	Date Reports Received (Admissions)	Reports Reviewed (AP/HOS) CAT4? Y/N	SEND Review required? (ABU) Y/N	CAT4 Scheduled Date (Admissions)	Place Offered? (AP/HOS) Y/N	Class/Form Allocation (AP/HOS)	Reports and CAT4 emailed to new teacher/tutor (Admissions) Y/N	Start Date (Admissions)
General Comments								