



ADMISSIONS POLICY

Lead: Assistant Principal
Review: August 2024

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.

AY 2023-2024



INTRODUCTION

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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 encourage applications from students for whom English is an additional language. 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 for 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 is adapted to ensure that the Head of Inclusion is involved in the assessment 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.



APPENDIX A: Assessment of Educational Need

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.

Name of Student:		DOB:	
Year group being assessed for:		Nationality:	
First language:		Is the student a 'student of determination'? (If not specified)	

Assessment information (If applicable - Year 2 upwards)

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

Observations during assessment:

General observations:



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:



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)	
Start Date (Admissions)	
General Comments	