



مدرسة سمارت فيجن
SMART VISION SCHOOL

Admissions Policy

2022-2023

This procedure is reviewed annually to ensure compliance with current regulations

Date of Original Policy: 2016

Date of Full Revision: August 2022

Date of Next Review: August 2023

In keeping with our mission that all children can learn and all children can succeed, Smart Vision School is open to students of all nationalities to whom a well-rounded education is offered irrespective of their gender, race, disability, or special educational needs in line with the Ministry of Education regulations and the schools admission policy.

Vision

Inclusive:

Smart Vision School aspires to be an exceptionally inclusive, child-centred school at the heart of our community.

We aim to:

- Provide a diverse community that nurtures the potential of every individual.
- Deliver a rich learning environment where students feel safe, happy, challenged and empowered.
- Develop academic excellence and future readiness.

Placement

Year group placements are made according to the age norms that operate in the British system. As per the Government regulation a transfer certificate for all children from the child's current school will be required in order to facilitate the correct placement.

Placements are made by age as per KHDA requirement as follows:

Year	Age	Key Stage
FS 1	3+	Foundation
FS 2	4+	Foundation
Year 1	5+	1
Year 2	6+	1
Year 3	7+	2
Year 4	8+	2
Year 5	9+	2
Year 6	10+	2

Evaluation

Smart Vision School is an inclusive school therefore conducts evaluations of all applicants in order to establish their academic level and to ensure that the child is able to access the schools curriculum so as to determine the levels of support that may be required.

Applications for Emirati and other students with developing English

Smart Vision is committed to making its programme available to all students with limited English. A student with difficulty in the English language can be admitted if he or she is assessed and able to access the curriculum. The prime aim will be to have students study without support at the earliest opportunity. The school will implement additional intervention or support for such cases.

Inclusive Education at SVS

We uphold the vision of the Dubai Disabilities Strategy to create a fully inclusive society by 2020. We are committed to H.H. Sheikh Mohammed bin Rashid Al Maktoum's 2021 vision, enabling the UAE to become an inclusive, barrier free, rights based society. Hence, we endeavor to protect and ensures the success of all groups of students.

Consistent with *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*; Our Admissions Policy establishes the conditions, rules, and standards that are required to facilitate the enrolment of students of determination into Smart Vision School (Article 4:14). With acknowledgement of the conditions and procedures adopted by the KHDA in respect of enrolment, admission, and transfer of Students of Private Schools, SBS admits students with SEND accordingly (Article 13:7).

In line with the 'DIRECTIVES AND GUIDELINES FOR INCLUSIVE EDUCATION' (2020), we believe in:

- The equal right to education in a 'common learning environment'
- Proactively removing barriers
- The value of diversity and recognizing each child's unique capability
- Modifying teaching and curricular approaches to ensure all children have an equal opportunity to progress
- The rejection of ability labelling and discrimination

We aim to be a fully inclusive school. We treat all students equitably and do not discriminate against them on grounds of special educational needs or disabilities, in line with *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (Article 13:16).

Individualised Assessments for Students of Determination

The first stage on the continuum of provision is the initial 'Assessment of Educational Need'. This process is in place not to label young learners, rather to empower parents, students and teachers to effectively plan for individualized education.

To correctly identify additional needs on entry, the Special Educational Needs Coordinator (SENCo.) will complete a modified assessment procedure. This process is individualised according to need, it may include:

- Further observations in the: school, nursery or home setting
- Standardized screening tools for the identification of Specific Learning Difficulties
- Collaboration with: centres for special needs, external therapists or Education Psychologists.
- Modified assessment entry papers (Translated/adjusted readability)
- Pupil centered parent meetings to discuss alternative curricular pathways and adaption
- Collaboration with previous: school, setting or centre to ensure a smooth transition
- Referral to 'The Bridge' team for a specialised assessment with a Psychologist or BCBA to

determine suitability for an alternative pathway provision

The outcome of this assessment will:

1. identify additional support needs
2. determine the correct 'Wave of Provision'
3. highlight requirements for curricular modification or adaptation
4. establish a transition plan

In accordance with *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (Article 13:19), we aim to provide all supplies that KHDA deems necessary required for conducting the Educational activity required by Students with disabilities.

Where a child is identified as requiring additional support at the cost to the parent, it will be reasonable and reflect the true cost of the service. With provision of a clear rationale for any additional cost to ensure value. Value will be judged upon the standard of the service and the progress of the child. The Bridge LC will provide an individualised proposal for alternative pathway places.

To ensure a smooth transition into school we endeavor to collaborate with both parents and early intervention centres. We utilise the skills and knowledge that early intervention centres maintain, to guide us in ensuring effective provision for our SEND learners.

As per the Dubai School Inspection Framework guidance (5.1.4) we endeavor to adapt our premises to meet the needs of a range of learners. Our provision is continuously reviewed to meet the varied needs of our students.

Please refer to our Inclusive Education Policy for further information on inclusion.

Applicants who need specific additional learning support

The school will support parents to source additional learning support assistant to work with students in school who have been identified as having additional learning support needs or disabilities.

The school will support parents to provide specific specialist therapists or professionals through 'The Bridge' as necessary to identify/diagnose and support student's specific additional needs. Such may include Educational Psychologists, Occupational or Speech Therapists. Or parents can chose to outsource this.

Admission Process

Opening of admissions will be advertised on the school website in February of each year and also through a written circular informing all present and prospective parents of the admission process and timeline.

Enquiry

Parents wishing to register their child will be able to do so either by visiting the school or filling in an online registration form. Admissions department will respond to all enquiries through email or phone and assign an appointment for a school tour.

School Tour

Upon visiting the school on said appointment, parents are taken for a full tour of the school and thereafter parent may decide to book an assessment.

Assessment

Assessment of the child and interview with parents or carer/s will be conducted on the given date/time all students who have applied and have been invited for an assessment will be asked to meet the Head of Department for an informal assessment, the outcome of which will be recorded on the assessment form

Year 1 students and above will complete a written assessment in core subjects such as English and Mathematics. If English support is required, Head of Department arrange admission staff to provide translation services. If the HOD considers that learning support may be necessary for the child, additional reports may be called for and recommendations recorded in the child's personal file. Further assessment may also be asked for with the Head of Inclusion.

Once the assessment has been completed the file it is returned to the Principal to complete with the appropriate letter prepared for parents for final signature. The Principal will comment on whether an offer can be made, but has the right to ask for further information before approving an offer, or a Inclusion Agreement is signed, and has the responsibility of ensuring that the class size policy is respected.

Assessment results

The result is finalised within 48 hours of the assessment and parents of successful students will be informed via email to collect the admission fee bill from the school office to be paid at the school accounts office or the designated bank.

Acceptance of Offer

Parents of successful applicants will be given 5 working days to accept the offer and secure the place by paying the fee and providing the school with the following documents. Failure to do so the admission will be automatically cancelled and the place will be offered to the next applicant.

- Full passport and visa documentation of both parents and the child
- Any documentation concerning needs for learning support proof of necessary immunisation and a school medical form completed and verified by a doctor at the latest within 15 working days of arriving at school
- Outcomes of assessments and a report from the child's current school
- Copy of Birth Certificate
- Last Report Card from previous school
- Passport size latest photographs
- Medical report (if any)
- Copy of paid Admission Fee bill
- School Leaving Certificate attested by: a) Ministry of Education b) Ministry of Foreign Affairs c) UAE Consulate.

Failure to produce any of the above documents will delay admission and placement. In the case of any failure to produce proof of immunisation in the due time after admission will result in exclusion until such documentation is obtained. If any part of the completed application and the supporting documentation is found to be false, misleading, or incomplete, the school reserves the right to withdraw the offer of place or to ask that the child is withdrawn from school having been admitted

Admission formalities

Parents complete an application form and submit the form to the school's registration office with the appropriate fee and all appropriate supporting documentation, which must include reports from the

Current school being attended and the results of any assessments that have been undertaken. The School Admissions Officer (AO) will then issue the parent with the following:

- Registration receipt
- Admission Package / Fee Structure
- Admission and Fee Payment Formalities
- Parent Handbook / Folder.

Admission Finalised

On receipt of complete documents and payments outlined above, parents will be directed to the KHDA approved Parent Contract. Admission is finalised once the KHDA Parent Contract is signed.

At this point parents are provided with:

- Welcome Letter
- Parent Identity Card