



Admissions (Inclusive)

Updated: April 2021

Owner: Principal



1 Aims of this Policy

The aim of this policy is to identify and admit children from a diverse range of backgrounds and needs.

2 Compliance

- 2.1 The School will comply with its legal and moral responsibilities under UAE law, in order to accommodate the needs of applicants.
- 2.2 The School is committed to making its admissions procedures accessible to students who experience SEND. For this reason, the School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure, so that it can make adjustments to its standard admissions procedures to accommodate applicants who experience SEND and that the School can cater adequately for the pupil should an offer of a place be made.
- 2.3 See the School Inclusive SEND Policy for further details. This is available on request from the School.

3 Framework of inclusivity

- 3.1 The School's admissions policy adheres to the stipulations of the Dubai Inclusive Education Framework (DIEPF) (Published November 2017). The School's admission policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
- 3.2 The School's admission policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
- 3.3 The School's admission policy adheres to the stipulations of the UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)



- 3.4 Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
- 3.5 Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
- 3.6 Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
- 3.7 Article 23 Clause 4: To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
- 3.8 **Equal treatment:** All candidates for admission will be treated equally, irrespective of their, or their parents' religion, belief, sect, faith, creed, race, colour or ethnic origin.

4 Inclusion and Special Educational Needs:

- 4.1 The School welcomes students of determination. The School is committed to:
- 4.2 ensuring that admission to the School is not conditional upon the submission of a medical diagnosis; (DIEPF Standard 1.1)
- 4.3 ensuring students are not refused admission based only on their experience of SEND; (DIEPF Standard 2.1)
- 4.4 ensuring students who experience SEND will receive "sibling priority" for admission to a specific school or educational programme; (DIEPF Standard 2.2)
- 4.5 ensuring that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai; (DIEPF Standard 2.3)
- 4.6 ensuring that students who experience SEND will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age appropriate common learning environments; (DIEPF Standard 2.4)
- 4.7 providing access to appropriate provision, resources and curricular options for students of determination.
- 4.8 ensuring that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities; (DIEPF Standard 2.5)
- 4.9 ensure they promote the principle of equity for students who experience SEND. (DIEPF Standard 2.6)



5 Admissions Policy

- 5.1 We welcome students of all abilities, nationalities and religions who will benefit from the rigorous academic, personal and social programmes on offer here at RPS. We are proud of our visible commitment to diversity and international mindedness.
- 5.2 We take our responsibility for your child's academic, social and personal growth very seriously. In order to serve your child's individual needs and to support his or her transition to our school, it is important that we have complete information regarding previous academic experience.
- 5.3 Our school actively seeks to nurture the holistic development of your child. Where your child has a gift or talent then this should be identified and recorded on the online application form.
- 5.4 The school provides a rigorous international English-language education. Fluency in English is not a criterion for admission.
- 5.5 The school is inclusive and all efforts are made to accommodate different learning needs and styles. The school has a Learning Support programme. Parents or guardians of any applicant having a specific need must submit complete reports with their application. These might include Individualised Education Plans (IEPs) or reports from health professionals. RPS does not discriminate for medical conditions.
- 5.6 Sibling priority is granted for pupils of determination.



6 Admissions Procedures

- 6.1 Applications for admission are accepted at all times during the school year. Applications must be completed online through the school website. If there are no places available at the time then the application is placed onto the school's registration list.
- 6.2 When a place becomes available then the school will contact the first eligible applicant and invite them to attend an assessment.
- 6.3 Selection Criteria
- 6.4 Selection is based on multiple criteria. These are:
- 6.5 Participation in the entrance test in English and mathematics. FS1 and FS2 applicants are also assessed for school readiness. They must be toilet trained and have a level of independence.
- 6.6 Past school results and report.
- 6.7 Face to face interview, if required, with the Admissions Officer /School Counsellor/ Academic Co-ordinator / School Principal / or other designated school staff.
- 6.8 Age appropriateness for the year/grade level to which admission is sought.
- 6.9 Transfer Certificate from the previous school.
- 6.10 Priority will be given to siblings of those who have secured admission to the school.
- 6.11 Students needing ESL instruction will be accepted in all year groups.
- 6.12 The child's previous curriculum is taken into consideration as well as limitations with regards to transfer dates for local transfers.

7 Procedures for Assessment

- 7.1 As an inclusive school we do not have a formal assessment procedure. That said, it is important that we are made aware of all applicant's relevant education backgrounds. This ensures we can evaluate the level of resources required to best meet the needs of our pupils and ensure that their education does not become diluted. In some instances this may require further meetings if additional levels of support, not currently within the school are required.
- 7.2 The following documents are required at the time of application:
- 7.3 2 photocopies of birth certificate, passport, visa, and Emirates ID card
- 7.4 latest 2 years full school reports or transcripts
- 7.5 Confidential school report
- 7.6 Photocopy of immunisation records
- 7.7 Passport photos



8 Registration Fees

8.1 All applicants who proceed through the registration process are required to pay a non-refundable registration fee of 500AED. However, if the application is successful and the child admitted, then this amount is deducted from the first term's school fees.

9 Selection process

9.1 Following assessment, the school management will decide upon whether a place is to be offered or not, based upon all of the information from assessment and provided in the application.

9.2 The decision taken by the school is final, and all admissions follow the guidelines and regulations set by the KHDA.

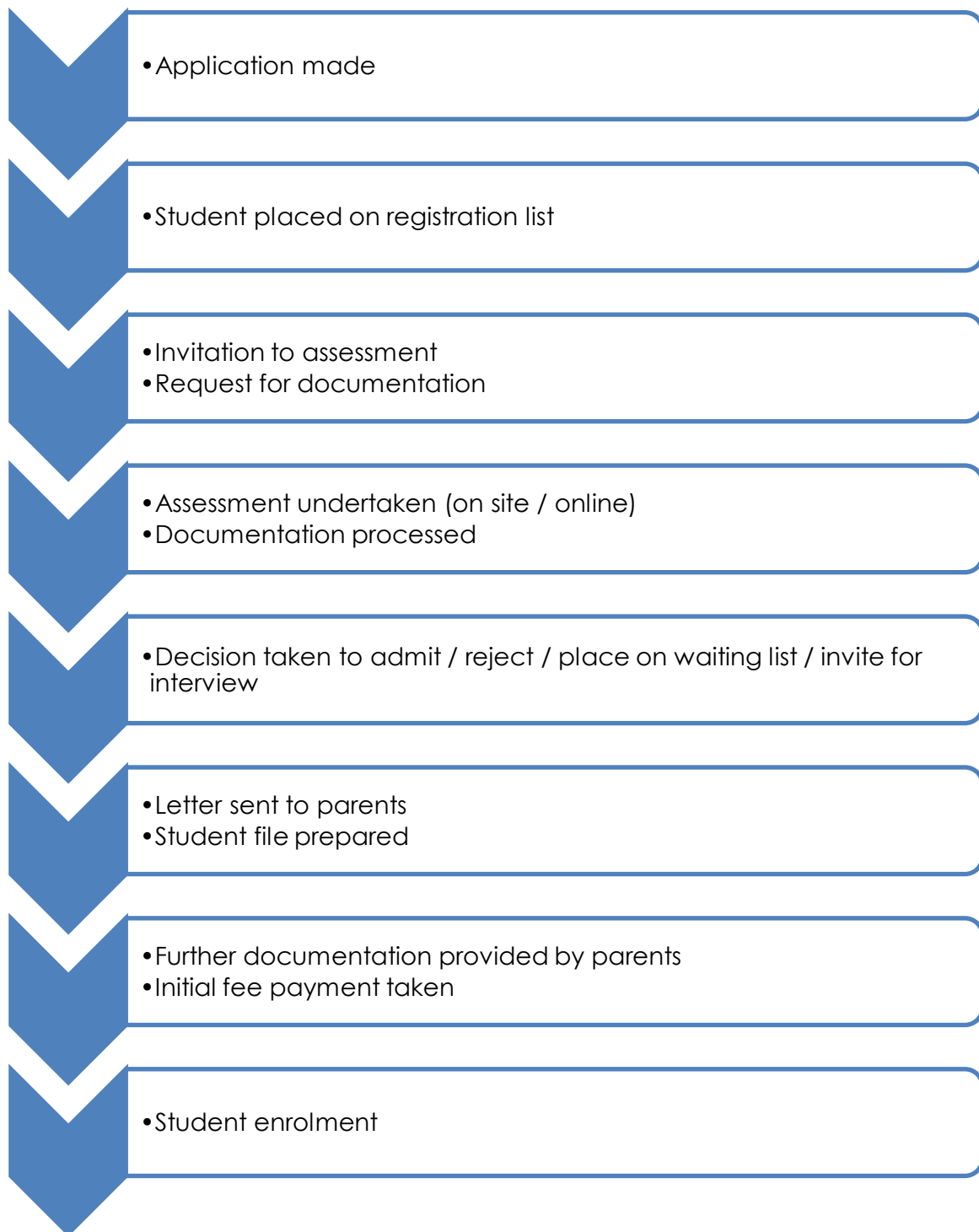
9.3 Parents / guardians must respond to an offer within 7 days of receipt in order to secure the place.

9.4 Prior to admission a Transfer Certificate (attested where required) is to be submitted.



10 Appendix 1 Admissions Process Chart

The processes outlined below are managed and administered by the central Admissions office, in collaboration and consultation with the school Principal.





11 SEND

11.1 Applicants with Special Needs are assessed by the School's Counselor/Special Education Needs Co-ordinator. The file is then reviewed by the Head of Section/Principal who decides if the school is adequately equipped to meet the needs of the child. The Head of Section along with the SEN Co-ordinator discusses the matter with the parent and they come to an agreement with regard to the placement and accommodations required.

12 English Language Learning support

12.1 ESL support is provided to students who require English Language support. These applications are flagged by the admissions team for further evaluation by the ESL Co-ordinator and the level of support required is determined. The final approval for admission is given by Head of Section/Principal