

Admissions Policy

FIS has an inclusive policy towards admissions in line with KHDA requirements and Federal Law 29 governing admission to schools. The school will not discriminate against any child or family on grounds of academic ability, nationality, ethnicity or religion.

Applications are accepted from students across the ability range and places will be offered to students with Special Educational Needs or Disabilities and those with English as an additional or second language. The enrolment of students requiring English-language (ELL) and Learning Support (LSC) may be limited in line with program and staffing policies as well as defined academic requirements

All applicants are assessed on entry to the school. This assessment is not used as an entrance test. Children applying for Grades Pre-K to Grade Two participate in an interactive play session for a small number of children of about 30 minutes in length, overseen by Early Years specialist teachers. In addition to the Early Years teachers, the SENDCO and person responsible for EAL, a guidance counsellor and the Director may be involved in the process. Each child will be observed and asked questions to assess development. The school will use a checklist that will include motor functioning, eye tracking, social behavior, ability to count and how many numbers, information retention, phonics, ability to repeat words and phrases. Although parents do not attend these sessions where a child suffers from separation anxiety there will be exceptions made for the attendance of a parent to a part of the assessment session or until the child feels comfortable.

Students from Grades 3-12 are required to sit an admissions assessment. This assessment consists of a short written exercise, plus an online assessment covering English, Maths and Non-Verbal Reasoning elements.

Admissions decisions follow clearly established procedures involving other staff members in admissions, for example the Head of Early Years/KG, counsellors, SENDCO and teacher specialists. In the review process the Director's decision is final regarding all applications for admissions.

Selection will be made using the following criteria:

- An age appropriate fluency in English language (speaking, reading, writing and comprehension)
- Ability to access the curriculum
- A positive attitude to learning and exemplary school reports from previous schools
- A commitment to contributing to FIS holistically through activities such as sport, performing arts or other areas of interest
- Individual learning needs which can be largely met within the mainstream classroom and without **significant** additional adult support
- Siblings

FIS reserves the right to reject an application if the individual needs of an applicant are so significant that they cannot be met by our provision; this decision would be made in the best interests of everyone concerned – with those of the young person of paramount importance. Any student whose mother-tongue language is not English may be evaluated

by the English Department as a Language Learner (ELL) prior to placement into school courses.

SEND Admissions

On acceptance to FIS SEND students will be placed into the following categories as identified by the KHDA categories of 2015-16 for disabilities/special education needs: behavioral, sensory, physical, medical, speech or language, communication and interaction, mild or significant learning difficulties, PLMD, an assessed syndrome, or dyslexia, dysgraphia, dyscalculia and dyspraxia. If students are identified with multiple needs this will not debar them from entry to the school.

FIS will provide high quality services to meet the educational needs of SEND students and in line with expectations set down by KHDA in UAE Inspection Framework 2015-2016 and DSIB School Inspection Supplement 2016-2017 (p.17-19). SEND students are mainstreamed and involved in all school activities. All students with mild or moderate delays or disabilities are treated with due respect and utmost care by the entire school community.