



# Dubai English Speaking School

# Foundation Stage 1

# Admissions Policy

(School Entry Level)



Dubai English Speaking School

FS1 Foud. 2018/2017

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<b>Approved by:</b>	SLT	<b>Next Review:</b>	January 2019

## **Aims**

This policy aims to ensure all children applying to join DESS in FS1 receive a comprehensive, effective and fair admission process to guarantee the individual needs of each child can be fulfilled by DESS once they start school. DESS is an inclusive school and ensures equality for all; no child is refused admission based only on their experience of SEND. All admission decisions are made in the best interest for the child applying.

## **Rationale for the Admission Assessment Process at FS1**

We assess children on entry to Foundation Stage one for the following reasons:

- To ensure we are the best environment for the child and can cater for their individual needs
- To identify any potential barriers for learning as early as possible before entry
- To assess where the children are in their development and judge if an FS1 setting is appropriate for them at that stage
- To support the child with the transition to starting school (meeting teachers and visiting the school)
- To meet parents and allow them to meet staff and ask questions

## **Admission Assessment Process**

- All provided information from parents is read by the Foundation Stage Phase Leader.
- Children attend an Assessment Session in the classroom with a group of children. The parents attend the assessment.
- The session requires the children to interact with their parents and play with the toys. They are encouraged to interact with staff.

## **Admission Expectations (what we are looking for)**

- Potential barriers to learning
- Level of language and social development
- School readiness
- Parental support and engagement with the DESS ethos

## **Reasons a child might be refused / asked to delay entry**

- If the child developmentally still requires a high adult to child ratio and needs to remain in a nursery setting
- If the needs of the child are so complex that DESS is unable to fully provide the best learning environment
- If admitting the child will have a detrimental impact on other children in the school
- If the parents have shown that they wouldn't engage fully or be supportive of the DESS ethos

## **Priorities**

To support our staff and parents we give priority to:

- Staff children
- Siblings of DESS and DESC children, including those with identified SEND

We also fully support the Emiratization targets outlined in Decree 2

## **Monitoring of this policy**

This policy will be monitored and updated regularly by the FS Phase leader and SLT.