



Dubai English Speaking School

Foundation Stage 1

Admissions Policy

(School Entry Level)



Dubai English Speaking School

FS1 Foud. 2018/2017

Written by:	R.Eldred & L.Miller	Reviewed:	January 2018
Approved by:	SLT	Next Review:	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 that 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 and at the Headteacher's discretion.

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

- All admissions are at the discretion of the headteacher

Monitoring of this policy

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