



Star International School, Mirdif

Admissions Policy and Procedures

Company: Star International School 24b Street Mirdif Dubai	Effective Date : 18.10.2019 Revision Due Date : 18.10.2021 First Edition Date : 18.10.2016 Edition No: 3
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Admissions

Admission to the school is broadly open. We admit to any year group that has available spaces. We admit pupils from a diverse range of backgrounds and are committed to treating everyone equally. We welcome pupils with Special Educational Needs and Disabilities (SEND), providing that we can offer them the support they require (see SEND policy).

Admissions Procedure

Our admissions procedure normally consists of:

- Application
- Assessment
- Admission

All applicants will be offered a place depending on:

- Their age in year of entry
- Previous school reports
- Successfully passing the assessment test

Age

According to the changes made by the KHDA, an applicant's age is taken on 31st December for consideration into Foundation Stage till Year 2. For all other year groups, the age is taken on the 1st of September. In some special cases, a placement form maybe required.

Application

Following an initial enquiry it is encouraged that parents go on a tour of the school then collect and fill in an initial assessment form. All relevant information must be provided as asked for on this form as failure to do so might result in the initial assessment being invalid and re-assessment being needed at an additional cost.

Assessment

Parents are required to pay a non-refundable Assessment fee at the time of registering for an assessment. The assessment will be carried out by the Phase Leader and, if appropriate, the Head of Inclusion. Following the assessment, parents receive a decision, usually within 24 hours which is followed up by a confirmation email within three working days.

Foundation Stage

In Foundation Stage the assessment process involves an assessment with the Phase Leader.

The assessment links to the appropriate age related stages in Development Matters. For FS1 assessment children are asked to undertake activities present in the EYFS curriculum in line with Age Banding '22 – 36 months Developing'. Each simple activity represents 10% of the total measurable score. The child is settled before assessment commences and the assessment takes no longer than 10 minutes. A score of 70% or above is automatic acceptance. If a score is scored below 70% the child is looked at on an individual basis; this could mean a no fee reassessment at another time or in another environment that the child feels more comfortable with. For FS2 assessment children are asked to undertake activities present in the EYFS curriculum in line with Age Banding '30 – 50 months Developing'. Each simple activity represents 10% of the total measurable score. The child is settled before assessment commences and the assessment

takes no longer than 10 to 15 minutes. A score of 70% or above is automatic acceptance. If a score is scored below 70% the child is looked at on an individual basis; this could mean a no fee reassessment at another time or in another environment that the child feels more comfortable with. The parents are informed of the outcome of assessment within 24 hours by both telephone and email. In- year assessment procedures are the same as above with reference being made to their age appropriate stage.

Key Stage 1

Children undertake a short mathematics assessment based on the age-related expectations from the English National Curriculum in the year group which they have completed. For example, if a child is applying for Year 2, they will complete mathematics questions based from Year 1 (as we are working under the assumption that the child sitting the assessment has completed Year 1, but will not have covered all areas of the curriculum for Year 2). Thereby, we believe that this stance gives children an entirely fair prospect of meeting the minimum expectations in terms of the curriculum. Within the mathematics assessment the minimum expectation is for a child to achieve 50% in the test. However, if there are extenuating circumstances, we may also factor this in to any decision, this could be that a child does not yet have full grasp of the English language and in cases such as this, the child is invited back to school to undertake an Arabic assessment (or sit an assessment with a translator if available).

The reading part of the assessment involves the children being asked to read a short extract from one of our staged reading books. Decoding and basic comprehension skills are assessed during this time. This is used as part of the process to see if the children are reading within their year group expectations, are exceeding their year group expectations or are perhaps reading below where we would expect a child of their age group to be. Children will also be asked simple questions about the text to help us determine if there are any EAL language barriers that we need to be aware of in order to best support the child. KS1 children will also undertake Phonics assessment in order to identify their Phonic phase. We strive to ensure that children have the necessary reading skills in order to be able to access the curriculum delivered in class. Because we deliver all lessons (excluding Arabic, French and Islamic) in English, we aim to ensure that children being assessed are able to communicate in English to such a level that they will be capable of accessing the curriculum being taught. If language is a barrier, we can then prepare for EAL provision through interventions or withdrawal.

The writing element of the admissions assessment allows for children to really showcase their independent and creative writing skills. Children are provided with a stimulus. Children are then asked to write a creative description of the image. Using the National Curriculum parameters for writing, this independent piece of writing is analysed in order to identify if the child in question is applying grammatical and linguistic skills appropriate for their age.

KS2 & KS3

From Year 3 and into Secondary, children undertake a CAT4 assessment. If a child submits for an admission at the beginning and throughout the academic year (September-May), they will conduct the appropriate age-related CAT4 assessment based on that child's current year group. If a child undertakes an admission at the end of an academic year (June-August) they will undertake the subsequent year group that they will enter in the September of that year.

The CAT4 assessment will generate data that will give a clear understanding of the child's cognitive ability and potential. As well as looking carefully at the CAT4 results, a member of the SLT will meet the child and family to gather an understanding of the child's background and listen to the child's language ability. After the CAT4 has been completed, the Assessment Leader will read the results of each battery thoroughly and build a detailed picture of that child's cognitive ability. If the results are Stanine 2 or below, the Head of Inclusion will be consulted and in some circumstances, the child will be invited back into school for a follow up admission with the Head of Inclusion. This will enable the Head of Inclusion to conduct a SEND screening, if necessary.

When a child is accepted into Star, the results from the CAT4 assessments will be passed directly to the class teacher in order to support further teaching and learning within the class. The CAT4 results are also shared with the parent/s and child and the parent/s are advised on how they can support their child further at home.

Admission of pupils with SEND

Star International School is an inclusive school and admits students with SEND in accordance with UAE federal law no.29/2006.

No child will be refused a place at the school on the basis of Special Educational Needs or a Disability (SEND), and the admission of students of determination who are siblings of existing students is prioritized.

At Star International school we follow the social model and educational provision is not dependent on any type of psychological diagnosis. We ensure that students with SEND are able to engage and participate in quality learning experiences alongside their peers, and the support from an outside agency is only deemed important when our internal **assessments proves to be insufficient to identify barriers and form individualised strategies.**

Pupils with Special Educational Needs and Disability (SEND) are assessed by both the Phase leader and the Head of Inclusion.

At the time of admission if submitted reports or assessments reveal that a child needs extra support that the parents are not willing to provide, a risk assessment will be undertaken by the school. If the school has evidence that there are health and safety concerns, or if the school has not the appropriate resources to support the child, then the school will need to review all information and make a decision whether or not to accept admission. If there is a recommendation that the child needs a Learning Support Assistant (LSA) to support learning, the cost of this will be passed onto parents in line with the school fee policy.

If a child is receiving specialist services, such as Speech and Language Therapy, parents are responsible for providing the school with all relevant information, both at the admissions stage and once they have joined the school.

Each admission at Star International is unique and the circumstances and context of each child (including children with SEND) is also taken into account when making a decision. Although we aim to ensure that any child being accepted has the basic language skills required in order to be able to absorb the curriculum coverage being taught, there are extenuating circumstances that may affect our decision making process. At times children may require an Arabic assessment in order to gauge their true potential, this will be arranged. Additionally, we may also invite children to undertake an extended in-class assessment, in which the child in question will be monitored during a regular class lesson by an appropriate member of staff (either a member of SLT or the Inclusion Department). In allowing for in-class assessments, this takes into account the fact that on some occasions, children simply do not perform to their true potential in a one-off assessment scenarios. As such, we believe that – where necessary – an extended in-class assessment allows for the fairest representation of a child's overall abilities; thereby allowing us to make as much of an informed decision during any prospective admission as possible.

In year assessments will also follow the procedures above, with perhaps a small differential according to the age related expectations.

Admission

Upon successful completion of the assessment an offer letter will be sent to parents detailing the next steps in the process. Upon receipt of the offer letter, parents have **5** working days to decide whether to accept the place. After this time the offer of a place will be deemed not to be required.

In order to secure a place, an admissions fee of 500 AED and a tuition deposit of 4000 AED are required, together with all the required documents as shown below and completed forms required for registration.

Documents to be submitted with the Admission Forms

- Completed Registration Form
- Copy of the student(s), mother and father's passport with the valid visa of the UAE(2)
- Original Emirates I.D./Copies for the student(s) and father or mother (2)
- Six Passport size photographs (6)
- Copies of Birth Certificate in English or Arabic(2)
- Copy of most recent school report, including examination results (1)
- Copies of any applicable external reports e.g. speech therapy (Full details and copies of any Special Educational Needs referrals and any relevant reports should be on an Official letterhead with a school stamp and signature)
- Copies of immunization records (2)
- Original AND copies of transfer certificate; *including*
 - Full name and detail of school
 - Full name of applicant
 - Date of Birth
 - Date of enrolment at school
 - Grade / level / year group upon leaving
 - Date of leaving school
 - Curriculum offered at school
 - Indication of whether attained 'PASS' or "FAIL" for last level

For students coming from Dubai we do not need a transfer certificate as this will be sent online from the student(s) previous school.

For student(s) coming from outside of the UAE, the Transfer Certificate must be:

- Attested by the Education Officer of the Zone / District / Area, from where the TC has been obtained.
- Have the seal and signature of the Ministry of Foreign Affairs.

For student(s) coming from Gulf countries other than the UAE, the Transfer Certificate must be:

- Attested by the Ministry of Education of that country.

For student(s) coming from Emirates other than Dubai, the Transfer Certificate must be:

- Attested by the Ministry of Education of that Emirate.