



Horizon English School

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Horizon English School Admissions Policy

- This is a whole school policy
- It should be read in conjunction with the inclusion policy

Purpose

The Horizon English School admissions policy ensures a transparent, fair, and inclusive process for admitting Students from FS1 to Year 6. This policy outlines the criteria and procedures for admission, emphasising the school's commitment to providing a supportive and caring environment that aligns with our distinctive ethos. By clearly defining the steps from application to enrolment, the policy ensures that all applicants are treated equally, with special consideration given to Students with diverse backgrounds and abilities. The policy also facilitates a smooth transition for new Students, ensuring they are welcomed and integrated into our school community, all while supporting the school's mission to foster a thriving educational environment.

The School

Horizon English School Dubai offers a British curriculum to boys and girls aged 3 to 11, fostering a nurturing and inclusive environment.

At Horizon, we are committed to nurturing futures and expanding horizons, creating a community where every Student is supported to reach their full potential.

At Horizon English School, our guiding principle is the ever-expanding horizon, symbolising our relentless pursuit of educational excellence. Our mission focuses on three pivotal areas: nurturing a flourishing school environment where the well-being and happiness of Students and adults alike lay the foundation for academic success; continuously refining an evolving curriculum to ensure relevance and effectiveness; and fostering a sense of community, where enrolling a Student translates to embracing a family into our supportive network.

This comprehensive approach reflects our dedication to not only teach but to inspire, create a nurturing space, and constantly seek improvement, ensuring that every step we take is towards a brighter, more inclusive future.

The KHDA

The Knowledge and Human Development Authority (KHDA) is the educational quality assurance and regulatory authority of the Government of Dubai. The KHDA regulates private schools in Dubai.

There are certain requirements that must be met by both parents and the school to enable a Student to attend HES.

The KHDA provides a Parental Guide for School Admissions on their website <https://www.khda.gov.ae/>, which provides essential information for parents.

Admissions Criteria

The school's admissions criteria are that:

- The student can function in a mainstream class with appropriate support. Specific learning difficulties and disabilities may not prevent students from joining the school, provided all information and documentation are shared with the school prior to assessment, and the school is satisfied that it can fully meet the student's needs. The school is able to modify the curriculum to a degree to enable all students to achieve.



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- The student has sufficient English language skills appropriate to their age to participate fully.
- The student shows a clear and visible match with the ethos of the school.

Equal treatment

HES encourages all its students to respect and serve other people regardless of ethnic origin, culture, gender, linguistic background, particular educational need, religion, or disability. HES welcomes applications from all families and understands that some students require additional support or different access arrangements.

The school is committed to the following: (in line with the Dubai Inclusive Education Policy Framework): [The Dubai Inclusive Education Policy Framework \(2017\)](#)

The school is committed to ensuring the admissions process is accessible to all students, including students of determination. The admissions procedures, criteria and process may be altered to accommodate students of determination and those with additional needs.

Admissions assessments for Students of Determination will be overseen by the Head of Inclusion, working with the Admissions Manager and members of the Senior Leadership Team. In line with the document '[Implementing Inclusive Education: A Guide for Schools' \(January 2019\)](#), if a student has 'profound and multiple needs that cannot be reasonably met by the school,' advice and support will be given to parents regarding suitable special needs centres and centres for Students of Determination.

Each student will be considered on a case-by-case basis. The admissions team will seek the advice of the inclusion team to carry out an assessment of educational needs upon entry to the school. The inclusion team will use the information gained from the assessment on entry and identification procedures to determine the type and level of support appropriate for each student.

HES will comply with its legal and moral responsibilities under UAE law, in order to accommodate the needs of applicants.

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 clause 16, article 23 clause 4) – summarised as follows:

- **Article 4 clause 14:** To establish the conditions, rules, and standards required to facilitate the enrolment and integration of students with disabilities in private schools.
- **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.
- **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.

The school is committed to:

Promoting a culture within the school which actively discourages discrimination based on ethnic origin, gender, disability, or religion.

Providing a curriculum which emphasises positive aspects of, and contributions to, a healthy and tolerant lifestyle regardless of culture or gender.



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Within the constraints of existing buildings and location, they are ensuring that disabled members of the school community are not unreasonably disadvantaged.

Preventing instances of discrimination on the grounds of ethnic origin, religion, or disability and to take appropriate action.

HES encourages and supports all students, including those enrolled and identified as having additional and/or able, gifted, and talented, EAL and both national and international students to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.

We intend to create a harmonious and inclusive learning community where Students can thrive socially, emotionally, and academically.

HES considers several factors when considering enrolment applications to support the facilitation of a natural Student population, our commitment to inclusion and the optimal provision of support for all students.

EAL Admissions

Additional languages regularly spoken by students should be brought to the school's attention during the admission process.

Additional assessment may be undertaken at the admissions stage so that the appropriate level of support can be put in place. Students are required to have sufficient English to be able to complete the assessment without the need for translation. As such, entrance assessments will be prepared, considering the student's level of English. Additional support may be required to support the transition of the student into the school and the development of English language skills.

Applications from Schools teaching a different curriculum.

HES teaches a British curriculum and welcomes applicants who have been learning within a different curriculum. KHDA requirements may mean that parents are required to sign a demotion certificate in order to join the school in a different year group

Age and Cut-off for Year of Entry

The school uses the student's age by the cut-off date 31st August, in accordance with the current KHDA guidelines and follows the last year group the student has completed to promote them to the next year. The last year group completed takes priority over age with regard to the student's promotion to the next year group, however, all students are assessed to ensure they are ready to enter the next year group. The student must be of the appropriate age to join the year group on or before the 31st of August and show they are school ready for the year group they are applying to in their assessment. The 31st of August is an age cutoff date that is practiced in a number of northern hemisphere countries, UK, and Dubai. In the case of an application for a student to enter a lower year group than their age appropriate year group due to various reasons agreed by the school and the parents, the school will request a demotion from the KHDA once the student is enrolled to confirm that the parents agree for the student to enter a lower year group associated with 31st August cut-off. This is not common practice, but sometimes a necessity agreed between school and parents.

There may, however, be other considerations that could impact whether a student is placed in their age-appropriate year group.

This could include:



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- When it may be in the best interest of the student to be in a year group below age expectations. This will only be completed with express permission of the parent, KHDA, and in collaboration with the Head of Inclusion, Deputy Headteacher, and Principal
- The cut-off date in the student's country of origin (the school aims to avoid situations in which the student will be penalised on return to their home country, where possible)
- The student's successful completion of the equivalent year elsewhere
- A transcript or report cards from the previous year demonstrating exceptional academic performance and social skills

The following shows the correct age and year for a student to join and the equivalent grade comparison chart.

Age on 31st August

Age on 31st August	Year Groups of Students in 13 Year System British	Years of Students in 12 Year System
3	FS 1	Pre KG
4	FS 2	KG 1
5	Year 1	KG 2
6	Year 2	Year 1
7	Year 3	Year 2
8	Year 4	Year 3
9	Year 5	Year 4
10	Year 6	Year 5

Admissions process

Enquiries are welcome at any time.

The admissions process has 3 stages: application, assessment, and acceptance.

Application

Before being considered for a place at the school, an applicant's parent, or guardian must complete the online application form and pay the non-refundable application fee of AED525.

All applicants will be considered in the same way.

The school will hold and process information about candidates and their parents to make decisions about the offer of a place for the student.

Assessment

The school aims to provide a happy, purposeful environment for students, and we try to demonstrate this on assessment days by putting candidates at ease and making it as pleasant an experience as possible.

The application process starts when the application, together with last year's school reports, are submitted to the admissions department for review.

Invitations for a formal entrance assessment and interviews with teachers or senior leaders, including the Head of Inclusion (where applicable), are sent to the applicant.

Parents will be contacted by phone/email for follow up on documents and to schedule assessments.



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Documents required upon submission of application:

- Passport copies for parent and student
- Birth Certificate
- Emirates ID copies for parent and student (front and back)
- Last 2 year's school reports in English
- Latest specialist reports if applying for SEND
- Student's printed ID passport sized photograph
- Transfer certificate
- KHDA transfer certificate for student transferring from a school within Dubai
- Attested transfer certificate for student transferring from a school overseas

Early years and primary assessment process (FS1 and FS2)

Early Years Foundation Stage (EYFS) and primary reports from previous schools/nurseries will be reviewed by the EYFS and primary teachers and if deemed necessary prior to arrange an assessment. Invitations for a formal entrance assessment and interviews with teachers or senior leaders, including the Head of Inclusion (where applicable), are sent to the applicant. Video materials may be required for Early Years Foundation Stage (EYFS) applications from overseas.

Stay and play session

A 1:1 assessment for EYFS will take place after school reports have been reviewed and student may be required to complete CAT4 test as per the teacher's recommendation prior to starting school.

The academic team will observe and speak with prospective students to assess their ability to access the English language, speech, behaviour, and social interaction to determine the development stage for their age. The assessments will be very informal so that students are at ease and comfortable while a member of the senior leadership team gets a feel for their character and personality.

Students will work through some maths, reading and writing tasks, taken from the age- appropriate stage of the British curriculum. We will look at the methods and strategies students have and their approach to learning.

An assessment does not guarantee a place as the offer is dependent on availability and assessment results.

Application for student with SEND

If a student is identified as having SEND from previous records or the application form, the Head of Inclusion will be notified, and student records will be reviewed to assess their needs. A 1:1 assessment with inclusion at the school or in the student's current setting where appropriate.

The inclusion team will ascertain that the school can meet the student's needs in the mainstream learning environment before offering a place.

Where we feel the student's need would be better met through a therapy-based curriculum and we are unable to meet the student's needs, we must offer parents face to face feedback and advice moving forward.

Students of Determination



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The school wishes to make itself as accessible as possible to Students of Determination within the constraints of access to buildings, etc., but it is important that the school is advised of the nature of any disability before the Student comes to an assessment.

On the assessment day, a special examination room can be set up if required.

Parents are asked to send in a copy of the most up-to-date medical, specialist/therapist, or psychologist's report before the day of the assessment.

The school can provide large print assessment papers if parents notify the school at the application stage.

For some Students of Determination (those with a very high level of need where continuous support throughout the school day is required, above and beyond that of the standard school service), the school may stipulate that the Student needs a 1:1 Learning Support Assistant (LSA) as part of their conditional offer. If this is the case, the school will actively provide a 1:1 LSA whose skillset compliments the needs of the student; this will be funded by the parents and the school will not make a profit on this additional fee.

Offer

If the application is successful and a place is available, a letter of offer will be issued along with joining information. The offer remains valid for 5 days. To secure place, a non-refundable deposit of AED 5,000 must be paid within 5 days. Your first term's fees will be reduced by this amount.

Parents must return the signed letter of offer and medical forms along with all the required documents to complete the student's file.

Priority places are offered on the following priority basis:

- Cognita teaching and Cognita schools' executive staff student
- Siblings of students currently attending the school
- UAE nationals
- Siblings of students of determination
- Applications from within Cognita schools
- Students on the waiting list
- All other applications

Should a place not become available, parents will be given the option to roll the application over.

Acceptance

Acceptance may be either conditional or unconditional.

In some circumstances, there may be conditional acceptance, which means that the student is accepted, subject to some additional criteria being met within an agreed timeframe. This will be clearly documented in the admissions agreement.

In order to confirm the student's place, parents must meet the requirements of the KHDA, including submitting all registration documents required by the KHDA and UAE authorities.

Enrolment

Class Allocation



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The Deputy Head Teacher will allocate the class to maintain the balance within the year group for gender, nationality, religion, first language and skills and capabilities of the student.

Waiting List Policy

Should the school not have capacity for students, they can be added to a waiting list should a place occur. Being placed on our waitlist is not a guarantee of eventual admission, but it does signify that we see great potential in the student. We review our waitlist regularly.

To be added to the waiting list, parents must complete the online application and submit all the required documents as listed above for application.

All enquiries and applications received, unable to be offered a place due to capacity or support requirement, would still be assessed, and the parents will be informed of availability.

Joining the school

We aim to make the transition to HES as smooth as possible for both students and parents. When joining at the start of the academic year, the new student and their parents are invited to meet key staff members.

Information about school uniform, rules and regulations, co-curricular activities, etc. is provided in plenty of time. For students joining at other times of the year, a personalised programme is arranged through the admissions department.

Notice of leaving the school

Wherever possible, Horizon English School requires one terms notice that a student is leaving. The school is aligned with KHDA policy regarding tuition fee charges. When tuition fees remain unpaid, students are not entitled to receive a transfer certificate or their final reports until fees have been paid.