



Home of Irresistible Learning

Dubai English Speaking School

Foundation Stage 1 Admissions Policy

(School Entry Level)



Written by:	Liz Miller	Reviewed:	September 2023
Approved by:	Catherine Dando	Next Review	September 2024

Aims

This policy aims to ensure that 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. As an inclusive school, DESS ensures diversity, equity and inclusion for all; no child is refused admission based only on 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 each child and can cater for their individual needs
- To identify any potential barriers for learning as early as possible before entry
- To assess where each child is developmentally and whether an FS1 setting is appropriate for them at that stage
- To support each child with the transition to starting school (meeting teachers and visiting the school)
- To meet parents and allow them to ask our FS1 team any questions

Admission Assessment Process

- All provided information from parents is read by a member of SLT and the Foundation Stage Year Leaders.
- Children attend a Taster Session in the classroom with a group of children. In FS1, parents attend the session and in FS2, they can also attend, upon request.
- The session requires the children to interact with the FS staff member or parents and play with the resources provided. 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

Inclusion and Special Educational Needs

DESS caters for children with a range of additional learning needs and ensures they are not refused admission based on their experience of SEND. Every application is looked at on a 'case by case' basis and is not dependent on there being a medical diagnosis. Places are offered, based on our guiding principle that we are able to meet a child's learning needs to enable them to achieve their full potential. DESS ensures that children with SEND needs will receive 'sibling priority' in line with the school policy.

Reasons a child might be refused or 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 considered severe and 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 Year Leaders and SLT.