

ALL CHILDREN CAN LEARN

Dubai Carmel School Students of determination Admission Policy



Last Reviewed	JUNE 2021
Next Review Date	JUNE 2022
Governor of Inclusive Education	Ms Alia Abu Yunes
Inclusion Champion	Ms Khadidja Lahacani

SEND Admission & Access policy

DCS policy is in line with:

- Federal Law 29 (2006) article 12
- The second chapter of education and Law 2 (2014)
- Inclusive Education Policy Framework (2017)
- Implementing inclusive education: A guide for schools (2019)
- Directives and guidelines for inclusive education (2020)

Regarding the education and outcome of students with Special Educational Needs (SEN) and disabilities.

Eligibility for admission:

1. Submission of the relevant recent assessment reports.
2. Category of disability.
3. The age limit of the child should be adequate legal age allowed by (KHDA) Knowledge and Human Development Authority.
4. The students should be from the categories Of **SOD** students as indicated by the DSIB (Dubai Schools Inspections Bureau).
5. Submission of the relevant recent assessment reports (Educational Psychology – Speech therapy – Occupation therapy – physiotherapy – Medical Report) [if available](#).
6. The student passes the Entrance Exam English language - Arabic - Mathematics to evaluate the student's level.
7. A parent's interviews with **SOD** committee IEAT (Inclusion education action team), **SOD** supervisor IC (Inclusion Champion) and the principal (Governor of Inclusive Education) GIE.
8. Student should attend two or three days at the appropriate grade to observe the student's communication, social, emotional & behavioral skills.
9. Pass CAT 4 Exam (Cognitive ability test) in the admission time.

Admission Requirements:

1. School must not refuse to admit **SOD** because of their experience of disability.
2. School is committed to the admission of **SOD** and prioritizes the registration of those who are siblings of existing students.
3. We communicate this commitment clearly through policy statements, website content and promotional materials.
4. In more diverse population of **SOD**, not to exclude students with more complex needs. But in severe cases could refer to special education center.
5. School access to the physical and human resources to ensure the provision of facilities, resources, and equipment.
6. Adjusting admission criteria to accommodate the need of all students including **SOD**.
7. Ensure that any additional fees to parents are necessary, minimal and represent good value of money.
8. Communicate a clear commitment to the inclusion of students of determination within marketing materials, websites, displays and policies.
9. Inclusion policy must name the qualified and licensed teacher assigned to lead the provision for the students of determination.
10. Access to education is not only dependent upon the admission of the student, but it includes to which extent a student is able to engage with and actively participate in appropriate challenging learning experience.
11. Procedures to assess student educational needs are a part of the admission process.
12. Outcomes will empower school to reduce and remove barriers to learning prevents discrimination in education. Eliminating discriminatory practice within the school community and classroom context are fundamental steps to achieving a truly inclusive system of education.
13. The completion of a medical assessment or a medical diagnosis is not identified as a condition for the student's participation in the entry assessment process or for enrolment into the school.
14. Priority admission is provided for a student of determination with a sibling already on roll in the school.
15. A procedure to assess student educational needs is a part of the admission process.

16. When a school denies a student of determination enrolment or re-enrolment, the KHDA's non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure.
17. Last attended school report for grade 1 and above and all written reports and/or any additional academic support the child is receiving or has received in the past.
18. A current IEP, where the child's school has set this up.

Admissions & Access Process:

The processes outlined below are managed and administered by the SOD supervisor **IC** (Inclusion Champion), in collaboration with school Principal **GIE** (Governor of Inclusive education).

- Student placed on registration list.
- Invitation to assessment
- Initial Meeting with Parents:
 - Invite Parents for an initial meeting with the:
 1. **SOD** Supervisor **IC** (Inclusion Champion).
 2. **SOD** Committee **IEAT** (Inclusion education action team).
 3. Principal **GIE** (Governor of Inclusive education).

Assessments:

Academic Performance

- All children who apply for an admission DCS are invited to take part in an assessment with members of the **SOD** Committee **IEAT** (Inclusion education action team).
- Performance exam: This will involve an assessment of the child's Writing and Reading and mathematics ability. The main subjects Assessment are English, Arabic and Math.

Skills Performance

- Evaluation by **SOD** teacher. SNAP (Special Needs Assessment Profile). (academic and behavior student's profile)
- Meeting with the social worker for the intake of the case history.

Student attends three days in a classroom with a learning support assistant to observe the student's communication, social, emotional & behavioral skills.

Registration:

- Student's initial file prepared, decision taken to admit.
- Recommendation for appropriate classroom.
- Further documentation provided by parents.
- Finally Student enrolls in the DCS.