



Horizon International Admissions Policy

- This is a Whole-School policy
- It should be read in conjunction with the Inclusion policy

Purpose

Horizon International School is a British curriculum school catering for students from all communities and staffed by British trained and experienced teachers.

The language of instruction is English, but we do encourage applications from students for whom English is an additional language. We believe that with submersion within the English language, HIS students are able to thrive.

HIS is a non-selective School for students from ages 3-18. With inclusivity as one of its core values, HIS welcomes students of determination and all prospective students regardless of nationality, race, gender, religion, or social class.

We cater for all nationalities and religions; this is reflected in the values and culture of the whole school community to ensure that all learners feel welcome, accepted, safe and valued within the common learning environment, whatever their background. At HIS, we modify our curriculum accordingly and measure the impact of any intervention and specific support mechanisms through feedback from monitoring and assessment processes.

We invite all prospective parents to make an appointment with our Admissions Team to take the time to discuss the educational needs of the student. We consider each application individually, considering academic ability, behavior, and additional learning needs. Those wishing to apply for a place at our school must sit an assessment appropriate to the student's age and stage in their learning.

HIS will ensure that all prospective parents and students are treated fairly, equally, and consistently and that admissions criteria are clear, transparent, and accessible.

HIS welcomes students into every year, depending on availability of places and will offer places to students who have completed the school's admission process for the appropriate year group and met the school's admissions criteria.

HIS aims to make the admissions process as smooth and transparent as possible for both prospective students and parents alike

HIS considers several factors when considering enrolment applications to support the facilitation of a natural student population, our commitment to inclusion is tangible and we use our best endeavours to provide the optimal provision of support for all students.

Admission to HIS will be subject to places within any given year group. The entrance assessment process for Years 3 to Year 13 involves students taking a Cognitive Abilities Test (CAT4), in addition to a piece of writing,



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some reading and mathematics. Students of Determination will sit an assessment of educational need with the Head of Inclusion to ensure that appropriate modifications and resourcing take place from the outset.

The purpose of this is to establish the level of the student so that we can plan for their provision accordingly.

The School

Our approach to student-focused personalised learning affords students a premium quality educational experience. Dynamic, experienced, and highly qualified teachers support and inspire all learners to develop their skills and nurture values through a love of learning. Our beautiful campus, located at Umm Al Sheif in the heart of Jumeirah, offers every student the opportunity to challenge themselves and thrive.

The KHDA (Knowledge and Human Development Authority)

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 your student to attend HIS.

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 the common learning environment with appropriate support. Special Educational Needs and Disabilities difficulties may not prevent students from joining the school, provided all information and documentation is disclosed prior to assessment, and the school is satisfied that they are able to provide appropriate support and modify the curriculum to enable meaningful learning 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.
- The student has sufficient English language skills appropriate to their age to participate fully. The student displays the potential skills required in order to acquire the English language
- The student shows a clear and visible match with the ethos of the school.

Equal Treatment



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HIS encourages all its students to respect and serve other people regardless of ethnic origin, culture, gender, linguistic background, particular educational need, religion, or disability. HIS welcomes applications from all students 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 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 need 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. –

HIS 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.



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

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.

HIS encourages and supports all students, including those enrolled and identified as having additional and/or Able Gifted and Talented, EAL (English as an Additional Language) 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.

HIS 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.

HIS 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 the appropriate age to join the year group on or before the 31st August and show they are school ready for the year group they are applying to in their assessment. The 31st August is an age cutoff date that is practised 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:

- a) 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, Head of School, and Principal
- b) 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)
- c) The student's successful completion of the equivalent grade elsewhere
- d) 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
- Year Groups of students in 13-Year System British
- Years of students in 12-Year System

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
11	Year 7	Year 6
12	Year 8	Year 7
13	Year 9	Year 8
14	Year 10	Year 9
15	Year 11	Year 10
16	Year 12	Year 11
17	Year 13	Year 12



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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.

All applicants will be considered in the same way.

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 students' needs.

Assessment

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

Assessment procedures for students joining the different year groups are detailed above, but there are several rules which are common to all:

The application process starts when the application, together with the last 2 year's school reports, are submitted to the Admissions department for review.

Invitations for a formal entrance assessment and interviews with senior members of the academic team, including the Heads 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.

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 two years reports from previous schools in English
- Latest specialist reports if applying for SEND
- Student's printed ID passport sized photograph
- Transfer Certificate
- KHDA Transfer Certificate for students transferring from a school within Dubai
- Attested Transfer Certificate for students transferring from a school overseas

Early Years Assessment Process

For the Foundation Stage and Key Stage One, the entrance assessment process involves observations and 1:1 learning with the student, including English and Maths.



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We request all prospective students to sit a CAT4 test from Years 3 and above

Please note, it is very rare that a student is accepted into Year 11 or 13, halfway through the GCSE/A-Level course unless they are transitioning from a British Curriculum School and the same examination subjects and exam boards are offered as their previous school.

We actively welcome applications from students with special educational needs and disabilities (SEND). Information from the entry assessment process informs school-based provision planning in preparation for admission of the student.

Application For Students with SEND Requirement

If a student is identified as having SEND requirements from previous records or the application form, the Head of Inclusion will be notified, and student records will be reviewed. A 1:1 assessment with the Head of Inclusion; this might take place at the school or in the student's current setting if more appropriate.

The Inclusion Team will be assessing the modifications and resources required to ensure the student's needs are fulfilled.

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

Students of determination

The school wishes to make itself as accessible as possible to students of Determination within the constraints of access to buildings, etc.; it is therefore imperative that the school is advised of the nature of any special educational need or disability before the student comes to an assessment.

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 so that the Inclusion Support Team are fully prepared.

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.

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.

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 as part of their conditional offer. If this



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is the case, the school will actively seek 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

Offer of place is at the discretion of the school based on the assessment results and recommendation.

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 a period of 7 days. To secure the place, a non-refundable deposit of AED 2,000 must be paid within 7 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 Children
- 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

The Head of Year, alongside the Head of Phase, 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.



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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.

Joining the School

We aim to make the transition to HIS 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, HIS requires one term's 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.