



مدرسة سمارت فيجن
SMART VISION SCHOOL

SVS Admission Policy ***2026/2027***

Date of Original Policy: August 2024

Date of Next Review: August 2027

SVS Admissions & Inclusive Education

1. Purpose

The purpose of this policy is to:

- *Ensure fair, transparent, and inclusive admissions for all students.*
- *Facilitate access to SVS for students of all nationalities, genders, abilities, and needs, in line with UAE Ministry of Education regulations.*
- *Support early identification of learning needs to ensure each student can access the curriculum and achieve success.*
- *Embed inclusive practices aligned with the **Dubai Disabilities Strategy**, KHDA regulations, and **National Agenda 33**.*

2. Vision Statement

At SVS, we aim to:

- *Create a **safe, happy, challenging, and empowering learning environment** for every student.*
- *Promote **academic excellence and future readiness**, equipping learners with skills, values, and competencies for lifelong success.*
- *Uphold a **barrier-free, inclusive education** for all students, including Students of Determination, ELL, and those requiring additional support.*

3. Scope

This policy applies to:

- All prospective and current students from FS–KS3
- Parents and guardians
- Teaching and non-teaching staff, including **pastoral and inclusion teams**
- External partners, therapists, and agencies supporting learners

4. Admissions Principles

- SVS is open to all students regardless of **gender, race, disability, or special educational needs**.
- **Year group placements** follow the British system, requiring proof of age and prior school placement.
- **Equitable and inclusive practice** ensures every student has the opportunity to thrive academically, socially, and emotionally.
- **Early identification of support needs** ensures appropriate interventions are planned.
- All admissions align with:
 - **Executive Council Resolution No. (2) of 2017** – Regulating Private Schools in Dubai
 - **KHDA Directives for Inclusive Education (2020)**
 - **UAE National Agenda 33** – Inclusive, high-quality, future-ready education

5. Admissions Process

5.1 Opening Admissions

- Advertised via the **school website** and circular to current and prospective parents in February annually.

5.2 Enquiry

- Parents may submit online registration forms or visit the school.
- The admissions team responds and arranges **school tours**.

5.3 School Tour

- Parents view facilities, meet staff, and gain insight into SVS curriculum and inclusion practices.

5.4 Assessment

- Conducted in **core subjects (English, Maths)** for Year 1 and above.
- **ELL students** assessed for English proficiency; translation support in Arabic, Russian, or Turkish is available.
- **Additional assessments** may be requested by the Head of Inclusion to determine support requirements.
- Observations and prior school reports are considered to ensure accurate placement.

5.5 Placement Decisions

- Based on assessment outcomes, the Principal finalizes the offer or requests further information.
- Class sizes and individual support needs are considered.
- Students are placed in the appropriate **wave/level of provision**.

5.6 Notification and Acceptance

- *Parents are informed of the result within **48 hours**.*
- *Successful applicants have **5 working days** to accept the offer by submitting payment and required documents:*
 - *Passports and visas for child and parents*
 - *Birth certificate and school leaving certificate (attested by MoE / MoFA)*
 - *Medical forms and immunization proof*
 - *Previous school reports*
 - *Assessment outcomes and Inclusion Reports (if applicable)*
 - *Passport-size photos*
- *Failure to provide documentation may delay or cancel admission.*

5.7 Admission Finalization

- *Upon completion of documentation and payment, parents sign the **KHDA-approved Parent Contract**.*
- *Students receive:*
 - *Pupil & Parent ID cards*
 - *Welcome orientation and induction into the SVS community*

6. Inclusive Education and Support

- *SVS is committed to **inclusive education** in line with the **Dubai Disabilities Strategy and National Agenda 33**.*
- *Principles of inclusion include:*

- *Equal right to education in a common learning environment*
- *Removal of barriers to learning*
- *Recognition of each child's unique capabilities*
- *Curriculum and teaching adaptations to ensure equitable progress*
- *Rejection of ability labelling and discrimination*

6.1 Individualised Assessments for Students of Determination

- *Conducted by the **Head of Inclusion** upon entry to identify additional support needs.*
- *Methods may include:*
 1. *Observations in school, nursery, or home settings*
 2. *Standardized screening tools for learning difficulties*
 3. *Collaboration with external therapists, psychologists, or prior school settings*
 4. *Modified assessment papers and translations*
 5. *Parent meetings to discuss alternative pathways*
- *Assessment outcomes:*
 1. *Identify support needs*
 2. *Determine wave/level of provision*
 3. *Highlight curricular modifications*
 4. *Establish transition and support plans*

6.2 SEND Provision

- **In-school support:** Learning Support Assistants, differentiated teaching, and classroom interventions
- **External specialists:** Parents may engage educational psychologists, speech/occupational therapists, or other professionals.
- **Alternative pathways:** The Bridge Learning Centre may provide individualized programs for learners with complex needs.

7. Transition and Collaboration

- SVS works closely with:
 - Parents
 - Early intervention centres
 - Previous schools
- Goal: **Smooth transitions, effective support, and continuity of learning**
- Facilities and premises are adapted where necessary to meet the needs of a diverse range of learners

8. Evaluation

- Admissions and inclusion practices are **monitored regularly** to ensure alignment with KHDA, Ministry of Education, and National Agenda 33.
- Success indicators include:
 - Students accessing the curriculum effectively
 - Accurate placement and appropriate support levels
 - Smooth transitions into school and between year groups
 - Positive parental feedback on admissions and support