



Russian International School

2024 - 2025

Students Admission Policy

1. RIS philosophy

Russian International School admits students in line with the Ministry of Education and Knowledge and Human Development Authority in Dubai regulations to reflect the philosophy of inclusive education in the outcome of values, culture and achievements.

The inclusive education means that:

- all students have the right to be educated to the extent possible with their age-appropriate levels and SoD as per the placement level upon Admission to RIS
- inclusive provision and practice with SoD involvement into educational process

2. RIS aims for Admission Policy

Our aims are:

- to achieve their academic potential and enjoy learning and staying at school;
- to support children to make them feel happy, confident and valued at school;
- to work in partnership with parents to achieve the best outcomes for children by supporting and providing development opportunities for our staff;
- to work as an effective team;
- to develop a Social Model of strong school community belonging and inclusion into Active Learning

3. RIS curriculum and admission procedure

New students' admission is without restrictions to in-school enrollment and is based on Social Inclusion Model / In-School Support and Provision.

We are committed to excellence in education by striving to provide each student with opportunities to reach his/her potential as a lifelong learner in a challenging and supportive learning environment that will ultimately prepare him/her to play an active and responsible role as a global citizen in a multicultural world. The RIS is the only school in Dubai, the UAE that offers educational services to Russian speaking students.

The school admits Russian speaking students from the Russian Federation and CIS countries. Entrance evaluation of applicants from national schools of CIS countries is conducted in Mathematics and Russian to ensure that the child is able to access the school programme within the levels of support. Year group placement is based on the student's chronological age and the norms of placement as per the KHDA Guidelines.

4. Required Documents

To have the students registered with the Knowledge and Human Development Authority System and the school, parents must submit the following documents:

- the original leaving certificate from the previous school (if applicable);
- copies of the student's passport, including a valid UAE resident visa;
- copies of the parent's/guardian's passport, including a valid UAE resident visa;
- copies of the student's birth certificate (translated into English or Arabic if it is issued in another language);

- a personal file or record of achievement/statement of marks of the pupil`s previous school only if the student from outside the country (if applicable);
- a copy of the immunization card and health file from the previous school (translated into English);
- Original Emirates ID and a copy.

The above mentioned certificates and documents must be attested at the Ministry of Foreign Affairs of the country of origin or the Embassy/Consulate of this country in the UAE and the UAE Ministry of Foreign Affairs.

5. Parents` support

RIS is looking for establishing and maintaining a good working relationship with parents to ensure their involvement and inclusive support.

Parents are welcomed at the heart of learning process, provided with comprehensive and objective information, school psychologist support, with tools and resources to meet a particular child`s needs.

6. Health and Safety Adherence upon Enrollment

In accordance with the DHA Protocol, health and safety rules and regulations are to be strictly adhered by Parents, Students and Staff.

7. Social Model of Provision for SoD (Students of Determination)

- 1) *Identify the type and impact of difficulties that students may experience (new comers or students already studying at school).*
- 2) *Involve all participants of SoD Co-ordination Council into identifying/minimizing/overcoming the physical, communicative and social barriers to actively focus on SoD student`s achievements and progress.*
- 3) *Be active in focusing on Social Inclusion (overcome Social Exclusion).*
- 4) *Develop the intercommunication of all-inclusive participants “School – Student – Parent” into the Social Model of SoD students sense of belonging to school community.*
- 5) *Make an active use of a range of Assessment and Evaluation tools to meet all the needs of SoD groups.*
- 6) *Treat SoD students in case of medical supervision/diagnosis with careful support in case of student`s educational difficulties.*

Aspects of SoD Identification

- *Formal Diagnosis (Yes/No)*
- *Main Category of Identified Need*
- *Additional Category of Identified Need*

8. Programmes

The school has been implementing special programmes to provide an effective support for students whose attainment is below expected levels in certain areas of the curriculum (including students with Russian as a second language) and for the identified SoD categories:

- *“Learning Support Programme for Low-Attainers and Underachievers”*
- *“Programme for Gifted and Talented Students”*
- *“Psychological Support Programme for SoD students”*
- *“Quality” Descriptors – Reports based on Social Inclusion Model of In-School Support and Provision.*

The SoD Coordination Council and School Psychologist provide constant individual and in-class guidance and support based on the **Individual Education Plan:**

- a written description of the present level of performance, measurable goals and needed special education programs and services for a student with special needs.

9. Procedures for identification

Russian International School has appropriate procedures for identifying new comers with special educational needs and all relevant information is shared with the staff.

Children with a range of educational needs have been identified:

- Gifted and Talented (high attainment, research skills, critical thinking; sport, choreography, music, art, literature, drama, STEM);
- General Learning Difficulties (low attainers level 1, underachievers level 2);
- With Deficiencies (behavioral, social, emotional);
- Multiple SoD categories (Main/Additional) of Identified Need;
- Medical Conditions (chronical diseases);
- Russian is not the Mother Tongue.

RIS is maintaining relationships with all educational participants to ensure their involvement and inclusive support.