



RUSSIAN INTERNATIONAL SCHOOL

2026 - 2027

STUDENT ADMISSION/PLACEMENT 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

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, 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.

4. RIS Placement Policy

Year group placement is based on the student's chronological age and the norms of placement as per the KHDA Guidelines. Age cut-off date – December 31 of the admission year (as per KHDA regulations). Placing a student in a grade/year group above/below his/her chronological cohort is not permitted unless approved through the KHDA Exceptional Placement process. All placement decision must prioritize the child's educational needs, wellbeing, and best interest.

- Placement for KG group - age is the primary criteria for placement.
- Placement for Grade 1 and above – the transfer certificate (TC) is the primary placement reference.
- Exceptional placement approval from KHDA is required only if the TC grade exceeds the age-grade chart by more than 1 year. The final decision on grade placement will be granted to school by KHDA within 10 working days.

4. Required Documents

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

- a copy of student's passport, including a valid UAE residence visa;
- a copy of parent's/guardian's passport, including a valid UAE residence visa;
- a copy of student's Emirates ID (both sides);
- a copy of parent's/guardian's Emirates ID (both sides);
- a copy of student's original Birth Certificate (plus translation of Birth Certificate into Russian if it is issued not in the Russian language);
- a copy of student's original Birth Certificate with translation into English;
- a copy of the updated immunization card translated into English if it is issued in another language;
- a student's recent photo.

Extra documents requirement ONLY for the students enrolling to Grades 2 – 11:

- report Card from the previous school for the previous academic year (if applicable);
- the original Transfer Certificate (TC) from the previous school (if applicable);
- original School Personal File only if the student is from outside the UAE/ from CIS countries (if applicable);
- translation of Student's Personal File into the English language, attested at the Ministry of Justice, Ministry of Foreign Affairs of the country of origin, at the Embassy of the UAE in the country of origin and at the Ministry of Foreign Affairs in Dubai.

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.

Parents' role in placement decision:

- to share all reports and assessments (medical, therapy, school records);
- meet with the school to discuss placement decision;
- provide written consent before the school sends any placement request to KHDA;
- support your child at home if a placement change is approved.

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.*
- 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)*
- *Category of Identified Need – SoD with Learning Barriers.*

8. Programmes

The school has been implementing special programmes to provide an effective support for students whose attainment is below/above 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, measureable 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, IT, STEM);
- General Learning Difficulties (low attainers, underachievers);
- 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.

Marina Khalikova

Principal

Russian International School

