



RUSSIAN INTERNATIONAL SCHOOL

2026 – 2027

Students of Determination (SoD) Admission Policy

1. RIS Philosophy

Russian International School admits SoD students in line with the Ministry of Education regulations and the School SoD Admission Policy is to reflect the philosophy of inclusive education in the outcome of values, culture and achievements of all including SoD students at school.

2. Purpose

To ensure fair, equitable and inclusive admission procedures for Students of Determination and students requiring additional educational support.

3. Scope

This policy applies to:

- Students of Determination (official diagnosis);
- Students requiring Additional Educational Support (identified educational barriers);
- Parents;
- School Leadership Team;
- SoD Coordinator;
- School Psychologist;
- Admissions Team.
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4. Guiding Principles

RIS Dubai is committed to:

- Equal access to education.
- Non-discriminatory admission.
- Inclusive placement.
- Early identification.
- Partnership with parents.
- Reasonable accommodations.
- Best interests of the child.

Admission will **never** depend on:

- a medical diagnosis;
- disability category;
- level of support required.

5. Admission Process

- Application submitted.
- Review of educational records.
- Parent meeting.
- Student observation/assessment (if required).
- SoD Coordinator review.
- Student Support Team discussion (if required).
- Admission decision.
- Placement planning.
- Development of an Individual Education Plan (IEP), where appropriate.

According to the UAE “General Rules for the Provision of Special Educational Programs and Services” the inclusive education means that:

- all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education;
- the participation of students with special needs in educational programs and services is not limited;
- inclusive provision and practice with SoD involvement into educational process.

Social Model of Provision for students with SoD

- 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 the 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.*

6. Aspects of SoD Identification

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| <ul style="list-style-type: none">• Formal Diagnosis (Yes/No) – a diagnosis shall be recognized only upon submission of an official report issued by a qualified and licensed professional in the relevant field.• Category of Identified Need – SoD with Learning Barriers. |
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As per the Guidelines for the Categorization System for SoD, every student of determination (student with a formal diagnosis) must be classified under one of the 11 main categories:

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| 1. Intellectual Disability: | Intellectual Disability
Unspecified
Global Development Delay
Neurocognitive Disorders |
| 2. Communication Disorders: | Language Disorders
Speech Sounds Disorder
Fluency Disorder
Social Communication Disorder
Unspecified Communication Disorder |
| 3. Autism Spectrum Disorder: | Autism with Intellectual Disability
High Functioning Autism |
| 4. ADHD: | Combined presentation
Predominately Inattentive presentation
Predominantly Hyperactive/Impulsive |
| 5. Psycho-Emotional Disorders | |
| 6. Specific Learning Difficulties: | Dyslexia
Dysgraphia
Dyscalculia
Scholastic Skills |
| 7. Visual Impairment: | Total Blindness
Partial Sighted
Low Vision |
| 8. Hearing Impairment: | Deafness (hearing loss > than 90 decibels)
Hearing Impairment (hearing loss 26-90 decibels) |
| 9. Deaf-Blind Disability | |
| 10. Physical Disability | |
| 11. Multiple Disability | |

As per the Guidelines for the Categorization System for SoD, every identified student (student with evidence-based indicators of disability) must be categorized using the barrier categories:

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| 1. Thinking and Learning Needs: | General learning needs across subjects
Early development needs in more than one area (under age 5)
Memory and thinking needs due to illness or injury |
| 2. Communication and Speech Needs: | Language needs
Difficulty making speech sounds clearly
Stammering or stuttering
Social use of language difficulties
Other or unclear speech and language needs |
| 3. Social Communication and Interaction Needs | |
| 4. Attention and Focus Needs: | Difficulties with both attention and high activity
Difficulties mainly with high activity and focus
Difficulties mainly with high activity and impulsive behavior |

5. Social, Emotional and Behavioral Needs
6. Learning Difficulties in Specific Skills:
 - Reading difficulties
 - Writing difficulties
 - Difficulties with math's and number skills
 - General academic learning difficulties
7. Vision Needs:
 - Low vision
8. Hearing Needs:
 - Hearing loss
9. Physical and Movement Needs
10. Multiple and Complex Needs

7. RIS aims in SoD Admission Policy

- 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;
- to develop a Social Model of strong school community belonging and inclusion into Active Learning;
- to admit new SoD students based on Social Inclusion Model/In-School Support and Provision;
- to actively update and train staff towards SoD Inclusion/In-School Support and Provision at school;
- to update quality descriptors for SoD evaluation through regular and active Social Inclusion Model.

8. RIS Curriculum and Admission Procedure

New SoD student's 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. Year group placement is based on the student's chronological age and the norms of placement in the Russian Federation.

9. 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 Russian language);
- a copy of student's original Birth Certificate with translation into English;
- a copy of the 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 English language, attested at the Ministry of Justice, Ministry of Foreign Affairs of the country of origin, at the Embassy of UAE in the country of origin and at the Ministry of Foreign Affairs in Dubai.

Where available:

- Previous school reports;
- Educational assessments;
- Medical reports;
- Psychological reports;
- Therapy reports;
- Existing IEP/ISP;
- External specialist recommendations.

Absence of documentation will not prevent admission.

10. Placement Decision

Placement decisions are based on:

- educational needs;
- strengths and weaknesses of the student;
- level of participation;
- reasonable accommodations;
- school's ability to provide appropriate support.

11. 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.

12. 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.

13. Educational Support

Where appropriate, students may receive:

- differentiated instruction;
- classroom accommodations;
- intervention programmes;
- Individual Education Plan (IEP);
- Learning Support Assistant (LSA) support;
- specialist interventions.

14. Parent Partnership

The school will:

- involve parents throughout the admission process;
- discuss educational needs;
- agree on support strategies;
- review progress regularly.

RIS is maintaining relationships with parents to ensure their involvement and support. Parents are welcomed at the heart of learning process, provided with comprehensive and objective information, school psychologist support, with resources to meet a particular child`s needs in cooperation with SoD Co-ordination Council.

15. Confidentiality

All student information is treated confidentially in accordance with UAE legislation and School policies.

16. Monitoring and Review

Placement arrangements are reviewed:

- during transition;
- following assessment;
- at each IEP review;
- annually or when educational needs change.

SoD Admission Flow

- Application
- Document Review
- Parent Meeting
- Assessment (if required)
- SoD Coordinator Review
- Placement Decision
- Support Planning
- IEP (if required)
- Review

SoD Action Protocol

- Concern Identified
- Teacher implements Quality First Teaching
- Referral to SENCO
- Observation & Assessment
- Universal Support
- Review
- Targeted Support
- Parent Meeting
- External Assessment (if required)
- Categorisation (KHDA SoD Categories Regulations)
- IEP Development
- Implementation
- Termly Review
- Annual Review

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