



Policy Name:	Admissions Policy
Effective from:	25 November 2019
Last Updated:	20 November 2019

I. PURPOSE

This updated policy reflects the changes in inclusive educational practices at The International Academy - Amman (IAA) and sets forth the admission requirements for all students applying to the Academy.

IAA Definitions

Inclusion – Inclusive education at IAA is a process of addressing and responding to the diversity of needs of all learners through reducing barriers and increasing participation in the learning community. IAA will facilitate learning environments where the school community embodies the Pillar of Acceptance and welcome the challenge and benefits of diversity.

Adapted Program – An adaptation changes *how* a student is taught or expected to learn. The student works on the regular curriculum with changes that reduce barriers to learning, but do not change the expected outcomes. Children with adapted programmes may be receiving targeted support.

Modified Program – A modification changes *what* a student is taught or expected to learn. The student works on an individual program that is different from the grade level curriculum and expectations. Children on modified programs are receiving specialised supports. Students with specialised programmes are assessed based on individual goals that are outlined in the IEP document. Student progress is reported through data-based and personalised notes on report cards and in the IEP updates.

Specialised Supports – These are the most intensive supports the school offers. These supports are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, we rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behaviour support. Students with specialised programmes are assessed based on individual goals that are outlined in the



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IEP document. Student progress is reported through data-based and personalised notes on report cards and in the IEP updates.

Targeted Supports – This level of support focuses on improving specific skill deficits students have. Targeted supports are provided to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Targeted supports help students develop the skills they need to fully access core programs at school.

Universal Supports – These supports serve as the foundation for behaviour and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future challenges.

II. POLICY

At IAA, we believe that every child has the right to a quality education that supports physical, emotional, social, behavioural and academic development. To that extent, we will admit students to whom we can provide the support and guidance to be successful within the school and broader community. Students will be admitted into one of two programmes: (1) General Admissions or (2) Programme with Specialised Services.

Academic years start at the beginning of September; however, students are considered for the age group according to January to December calendar year. Upon receiving the fully completed required documentation, any student applying for Pre-K needs be at least three-years-old upon entering Pre-K. Likewise, upon entering Grade 12, students cannot be older than seventeen-years-old at the start of the academic year. Exceptions may be made by mutual consent and are subject to the approval of the Director and the Ministry of Education. However, if a student transfers into IAA, he/she will be accepted according to the grades already completed as per the Ministry of Education requirements. All students are expected to meet the admission requirements set forth by IAA. Applications from all students residing in Jordan will be considered provided that IAA is in a position to meet their physical, emotional, social, behavioural and academic needs.

IAA will accept students regardless of gender, race, religion, sexual orientation, physical, emotional, behavioural and/or academic needs and/or nationality who have the potential to be successful with available supports. Accepted students are expected to follow the prescribed curricula/programmes. Adapted or modified programmes may be offered to students with identified learning support needs to meet individual learning goals and



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objectives, as recommended by the Learning Team. The decision for adapted or modified programs will reflect the individual needs of particular students. It will be made in consultation with the Learning Team, Family of the student, the students themselves (where relevant and applicable) and outside support services as needed.

Places at school are dependent on availability and therefore, the admissions team reserves the right to close admissions if a year group or class is full. IAA can decide to create a waiting list for the upcoming academic year; however, waiting lists are not maintained after the beginning of the academic year. Should a place become available, IAA will contact interested families. Families will be contacted in the order of best fit between the potential student and what we offer at school. Students applying to IAA will be considered on an individual basis, and non-preferential considerations will be given to siblings.

Upon acceptance, placement in classes will be based on entrance requirements that could include, but are not limited to entrance tests (appropriate to the grade or developmental level), interviews and/or social observations, and is at the discretion of the relevant section Principals and/or his/her designees. Once offered a place, fees must be paid by the due date. If the deadline is not met, IAA reserves the right to allocate that place to another child.

Late applications will be considered if places remain available after the application deadline. In such cases, it is on a first-come, first-served basis provided that the entrance requirements have been successfully met.

It is preferred that students enrol at the beginning of the school year; however, IAA recognizes that sometimes students may need mid-year admittance. Students relocating to Jordan may apply at any time of the year following the standard application procedures on a continuous enrollment basis. If places become vacant during the year, IAA will identify and contact the suitable candidate. All mid-year entrants are required to undertake an admissions test/screening unless they have already completed successful testing/screening. IAA does not accept mid-year applications from students transferring from schools within Jordan. Students applying after the start of the academic year will be considered upon the discretion of the Director in consultation with the respective Principals regarding available space and ability of the prospective student to catch up with the materials they have missed.

The parents or legal guardians of students may withdraw and/or cancel their children place from IAA following the commencement of the Academy year by completing a withdrawal form at the Admissions Office, mentioning the reasons for withdrawal and/or cancellation. School might follow up regarding withdrawal and/or cancellation with an exit interview.



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Students transferring to other schools are provided with an official copy of their school records. Any student wishing to have their transcript sent to another school must provide an acceptance letter from the school in order for transfer documents to be prepared by the Admissions Team. Official transcripts can be sent directly to students, parents and schools.

Requests by other schools for student references are treated confidentially and will be forwarded to the new school by IAA and not handed to the student concerned or parent and/or family representative.

IAA shall accept records from other schools provided they:

1. Carry the official seal and signature of the school the student attended;
2. Are provided by a school either recognised by an accrediting agency or a governmental body;
3. Are complete in terms of the information supplied for the entire previous period in which the student attended school.

IAA adheres to the Ministry of Education rules and regulations for admissions, promotion, retention, termination, and/or student placement by age and grade group.

Students who are not accepted for admission to IAA will not have application documents returned, but all other originals will be returned while a copy will be kept by the school as needed. All documents submitted in the Admissions application are considered to be the property of IAA.

It is at the discretion of the Director to request the Board to admit a student who has not met the admission criteria, by providing reasonable cause for his/her request to allow the Board to judge the merits and disadvantages of the case.

The newly created Programme with Specialised Services aims to address and respond to the diversity of needs of all learners through reducing barriers and increasing participation in the learning community. IAA will facilitate learning environments where the school community embodies the Pillar of Acceptance and welcomes the challenge and benefits of diversity.

In the 2020-2021 school year, IAA is accepting a limited number of new students in Pre-K to grade 3 with identified learning support needs, into our Programme with Specialised Services. The distribution of students at each grade level, up to and including grade 3, will be as indicated in the pyramid chart. Students in grades 4 through 12 will continue to have access to universal and targeted support.



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During the 2021-2022 school year, this Programme with Specialised Services will expand to include grade 4, along with pre-K to grade 3. The Programme with Specialised Services will continue to expand up a grade each year as students move through the school grades.

Upon the review of the application by the Learning Team, the decision for acceptance will be based upon each child's needs and level of support to determine approval on a case-by-case basis. Students with targeted support needs may be accepted under the General Programme Admissions application. Parents are strongly encouraged to share their child's needs in order to assist the school by putting strategies for success in place.

Determination of a student's required level of support will be based on all information that is provided at the time of application. Previous reports, student/family interview, and screenings or assessments will be reviewed and will be part of the admissions decision. All learning needs or social/emotional, physical or behavioural issues must be fully disclosed and described in detail in the application for admission. Reports of professional assessments, including details of additional support the applicant may be receiving, must also be provided at the time of application. IAA may request additional formal assessments to assist in placement decisions, including, but not limited to:

1. Psycho-Educational assessment to provide a profile of a student's intellectual or cognitive abilities and educational achievement levels;
2. Speech-Language assessment to establish receptive and expressive language skills, speech sounds, and functional communication abilities;
3. Occupational therapy assessment to determine developmental skills including motor and play development, sensory processing, self-care and functional skills, visual perceptual skills, as well as organisation and planning abilities;
4. Physical therapy assessment to identify potential and existing movement-related delays and disorders;
5. Requested assessments may also provide additional information on medical concerns, adaptive behaviour skills, and emotional/behavioural ratings to assist the school in developing the best suited Educational Plan.



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All fees paid to IAA for testing/screening, registration, supplies, transportation, tuition and all other fees are non-refundable as indicated in the letter of undertaking that is signed by the parents upon application and for current parents upon re-registration. Students admitted to the Specialised Programme might need access to additional services. The fees for these services will be added to the tuition fee and is payable at the beginning of the academic year. The specialised services fee ensures that these highly individualised programmes are developed, implemented, and monitored to assist every student to succeed.

IAA reserves the right to amend the Admissions Policy at any time during the academic year and/or waive policy inclusions to take effect for the intake of the following academic year. Amendments to and waiving of policy inclusions requires the approval of the IAA Board.

IAA reserves the right to not disclose to any applicant/parent and/or guardian the results of any stage of the admissions process. These are deemed to be confidential to IAA only.

III. APPLICABILITY

If necessary, list out all departments, divisions, facilities and/or programs to which this policy applies.

IV. LIMITATIONS / APPROVALS / RESPONSIBILITIES / ETC.

Limitations

This policy has been updated in response to the IAA's journey towards improving the inclusive learning community. It will be regularly reviewed to anticipate and respond to the school's advancement in inclusive practices.

Approvals

All admissions, teaching, and learning decisions are subject to the final approval of the school director.



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Responsibilities

Admissions Team

The Admissions Team is responsible for receiving and reviewing that applications of all students. In consultation with the Principals and the Screening Team within the school, a decision about acceptance is reached. The Admissions Team will communicate and obtain all information for parents/guardians.

Screening Team

This team consists of staff members with the responsibility for screening students during the admissions process. This includes, but is not limited to Teachers, Learning Support Specialists and members of the admissions team. They act according to the admissions procedures.

V. REFERENCES

No external references consulted

VI. KEY DOCUMENTATION SUPPORTING IMPLEMENTATION

Inclusive Education Policy

Safeguarding and Child Protection Policy

Letter of undertaking

Admissions Procedures