

INCLUSION POLICY

Approved by: Governing Board

Date: December 2022

Last reviewed on:

Date: August 2026

Next review due by August 2027

All employees will read, and understand, this policy in conjunction with our Safeguarding-Child Protection Policy, Bullying Prevention Policy, Behaviour Management Policy, and The Employee Handbook.

Applies to all staff (teaching and administration) working in the school.

Monitoring and review

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

Signed:

Suhair Ghandour

School Director

This policy will be reviewed by the School Management no later than August 2027 or earlier if significant changes to the systems and arrangements occur or if legislation, regulatory requirements or best practice guidelines are required.

INTRODUCTION

ISC-DIP recognizes and respects the rights of all adults and children in the school community. We commit to value the ability, individuality and cultural background of all children; by providing each child with the opportunities and support they need to reach their full potential as learners. ISC-DIP aims to actively promote non-selective admission criteria, and eliminate discrimination on the grounds of ethnicity, gender, origin, religious doctrine, social standing or disability.

Federal Law No. (29) of 2006 is the first law in the UAE to protect the rights of people of determination. The law provides for equal care, rights and opportunities for people of determination in education and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.

In line with the KHDA Inclusive Framework Policy (2017), ISC-DIP recognizes that it is vital to provide all students with opportunities to be successful learners, form positive social relationships with peers, and become fully participating members of the school.

In line with The National Child Protection Policy in Educational Institutions in United Arab Emirates (September 2022), ISC-DIP will respect social diversity and differences of all types: race, color, gender, religion, expatriates, non-expatriates, mental, psychological, and physical capabilities of each student. We will endeavor to achieve justice and equality in treatment for all students in the educational institution.

We will endeavor to achieve justice and equality in treatment for all students in the educational institution.

Therefore, the purpose of our inclusion department is to:

- Increase the extent to which students of determination can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which students of determination are able to benefit from facilities and services provided or offered by the school.
- Develop a culture of inclusion, support and awareness within the school.
- Enhance our delivery of information to students of determination.
- Increase cooperation with third party specialists to facilitate additional support to a student, if and when possible, without obstacle or hindrance.
- Keep staff informed about, and continuously promote, the professional Codes of Conduct for workers in the General Education Sector published by the Ministry of Education, September 2022.
- Provide increased training and support for all members of staff to identify and support the needs of all students, including students of determination.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

According to the UAE Federal Law 29, a Person of Determination is defined as: *“Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs.”*

The KHDA define ‘Disability’ as: *“A social condition that occurs when an individual with a long term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is a result of an individual’s interaction with society and is not an attribute of the person.”*

In line with **UAE Federal Law 29 (2006)** and **UAE Federal Law No. 2 (2014)**, improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) is a priority for the emirate of Dubai.

THE SCHOOL INCLUSION POLICY OBJECTIVES

- To develop a framework for the early identification of children with additional needs
- To determine effective record keeping procedures for all students of determination
- To actively promote working partnerships between the parents of identified children and the school, as well as involving external agencies when appropriate
- To take actions to provide the necessary support for students of determination
- To ensure that students of determination express their views and are involved in plans that affect their educational journey
- To spread awareness and maintain high expectations of the students of determination
- To enable students to make the best possible progress to reach their full potential

AIMS AND OBJECTIVES

At ISC-DIP, the welfare, wellbeing and best interests of the child operate as the primary and guiding focus of all dealings with each student. The aim of the school is to create a healthy environment, whereby students are, and feel secure, valued, encouraged, listened to, and protected against any occurrence that may threaten the development of the child’s learning journey. The school believes in an ethos which promotes a positive and supportive learning environment. We set realistic and challenging expectations that meet the needs of the students, so that they achieve their potential by the end of each grade level. Some children progress beyond this expected point. We differentiate within the classroom in order to challenge students; where necessary, planning more advanced activities which build upon and extend upon the learning.

Students who may need additional support to reach their full potential are largely supported through additional educational provision, or in-class strategies implemented by the class teacher.

These may include:

- Using a range of teaching strategies based on the child’s learning needs
- Providing opportunities and use a range of strategies to motivate children

- Providing a safe and supportive learning environment in which the contribution of all
- children is valued
- Planning additional activities for children whose ability and understanding are of a high
- ability and require additional challenge
- Monitoring children's progress regularly, and acting in a timely manner to provide support
- as necessary. Where these in-class strategies do not fully meet a student's educational
- needs, we can address the deficit through additional one-on-one sessions, small group
- sessions or peer tutoring.
- Providing schedule modification to better cater to the student's needs and accommodate
- outsourced therapists
- Accommodating Learning Support Assistants in class, if and when needed
- Providing an appropriate setting for students to attend sessions with outsourced
- therapists/ specialists in the school

ISC-DIP commits to comply with its legal and moral responsibilities to use the resources available to accommodate the needs of applicants of determination for which, with reasonable adjustments, the school can support effectively. Students with additional learning needs are those who may require student-specific support because they experience challenges in one or more of the following areas that affect their ability to learn and/or progress:

- Academic
- Behavioral
- Cognitive/intellectual
- Communication / Language
- Health-care
- Physical
- Sensory
- Social/emotional

The goal of the SEND support team is to identify the academic, behavioral, and emotional support that students require to reach their potential, and to work with staff in providing this support. ISC-DIP recognizes the importance of including students, parents and guardians, teachers and administrators in a collaborative process for the delivery of support to students with learning difficulties.

PHYSICAL ACCESSIBILITY IN THE SCHOOL

In line with the KHDA's Inclusive Framework, ISC-DIP is committed to providing a physically accessible learning environment that meets the diverse needs of all students across all grade levels.

We ensure barrier-free access through the provision of ramps, elevators, wide doorways, appropriate classroom and corridor lighting, and appropriate classroom layouts. Furniture and learning materials are selected or modified to support independence, comfort, and safety for all students.

Where necessary, spaces are adapted to accommodate mobility aids such as wheelchairs or walkers and provisions are made to support students with sensory sensitivities through the sensory-friendly Mindfulness Room.

In the KG department, the environment is specifically structured to support early developmental needs of young learners. Classrooms are arranged with low-level furniture, appropriate visual displays, clearly defined learning areas, sensory-friendly zones ('Cozy Corners' and Mindfulness Room) and safe, open spaces that promote movement, exploration, and independence. Visual supports and tactile materials are integrated to enhance access and engagement for all learners. Safety, accessibility, and emotional security are prioritized in the design of all indoor and outdoor learning spaces.

IDENTIFICATION AND EARLY INTERVENTION PROCEDURE

A student may be identified as having additional needs before admission, or through observation once enrolled.

Parents are expected to provide the school with relevant medical, psychological, or educational assessments or reports upon request at any point during the academic year, and to inform the school if the student is receiving any therapy outside of school, to ensure a consistent approach to the child's development and learning.

Previously unidentified concerns about possible additional needs can be highlighted to the relevant AQC, SENCO or reported directly to the Inclusion Champion by staff or parents. Early identification of diverse learning needs is critical for timely intervention and support.

The SENCo will then assess the appropriate course of action. This could include:

- An Informal observation within school
- Consultations with teaching and admin staff through meetings, email communications or the Teacher Observation Form.
- Consultations with parents
- Formal assessment by an external agency, which shall only proceed following the agreement of the student's guardians.

In our KG section, we implement internal developmental screening tools, observational checklists, and teacher-led documentation to monitor progress in communication, motor skills, social-emotional development, and early literacy/numeracy.

Our early identification process is collaborative and includes input from parents, the Inclusion Team, teachers and, where necessary, external specialists.

PLANNING AND SUPPORT

After a period of assessment, a decision will be reached as to what future action is required to be taken for the child's best interest.

ISC-DIP will support the student's additional needs using all the resources available and develop an individualized education plan (IEP) or a student support plan (SSP), with the input and recommendations of the child's therapist/specialist, the child's teachers, guardians and SENCO.

Actions could include, but are not limited to:

- Support within lessons by the teacher
- Support outside lessons by a teacher, can be one-on-one or in a small group
- Peer tutoring
- Referral to an outside agency
- Strategies to remove/reduce social, emotional and environmental barriers to a student's learning
- Involvement in the Student Life Organization® to develop social skills

The Inclusion team will plan and monitor the implementation of the education plan for each student, keep appropriate records and determine the timescale for review and evaluation of the plan. The support team will also make sure that the necessary information is available to the student, the parents/guardian and all those who are supporting the development of the learner.

PARENTAL INVOLVEMENT

ISC-DIP recognizes that parents are essential partners in the inclusive education journey and encourage active participation in support of their child's needs. Parental engagement is structured and intentional across all school stages:

Early Years:

- Collaborative planning with the parent, AQC and SENCo during the initial assessment phase.
- Regular communication, reports and meetings to address development and progress-focused updates
- School provided guidance focused on developmental milestones and strategies for home support

Primary:

- Parent participation in Individual Education Plan (IEP) or Student Support Plan (SSP) development, ensuring alignment with the SABIS® academic path.
- Termly review parent meetings or telephone calls to address the learning outcomes mapped in the support plan.

Secondary:

- Parent involvement in transition planning, career counseling, and internal/external exam accommodations.
- Support in understanding and accessing exam accommodations (e.g., extra time, readers).

THIRD PARTY INVOLVEMENT

At ISC-DIP, we value the important role that third-party specialists, particularly UAE-licensed learning centers, play in enhancing the development, learning, and overall well-being of students of determination. These partnerships are structured to ensure alignment with the SABIS® framework, school protocols, and the best interests of the student.

Whenever deemed necessary, the Inclusion Team will encourage parents to seek third-party specialist support:

- All third-party services must be coordinated through the school's Inclusion Team, ensuring that their support aligns with the school's teaching and learning practices.
- External professionals may conduct in-class observations, provided that approval is obtained from both the student's parents and the school. These observations are non-disruptive and designed to inform intervention planning.
- Following any observation or assessment, a feedback meeting may be scheduled between the AQC, SENCo, the third-party specialist, and the parents to discuss findings, share recommendations, and plan next steps.
- Follow-up actions are documented and included in the child's IEP or SSP in alignment with the school's support strategies and the agreements established with parents.
- All third-party providers are expected to adhere to the school's communication protocols and confidentiality policies.

ROLE OF THE INCLUSION CHAMPION AND SENCo

In ISC-DIP, the roles of the SENCo and Inclusion Champion are essential in ensuring that students of determination receive equitable access to the full academic curriculum. These roles are structured to align with SABIS®'s rigorous academic framework, focusing on early identification, tailored intervention, and data-driven progress tracking.

1. SENCo (Special Educational Needs Coordinator)

The SENCo is a designated member of staff responsible for leading the school's inclusion provision. This role is pivotal in ensuring compliance with the KHDA's Inclusive Education Framework while also aligning with the SABIS® educational philosophy.

Key Responsibilities:

- **Identification and Referral:**
 - Lead the early identification of students who may have additional needs.
 - Coordinate observations, screenings, and assessments.
- **Planning and Intervention:**
 - Develop and oversee Individual Education Plans (IEPs) or Student Support Plans (SSPs).
 - Ensure learning support strategies are embedded within classroom instruction—not separate from it.

- **Collaboration:**
 - Work closely with parents, AQCs, teachers, and the school administration to align support strategies with core academic objectives.
 - Act as the point of contact for external specialists, therapists, and agencies.
- **Monitoring and Evaluation:**
 - Track the progress of students of determination through school management systems, standardized assessments and observations.
 - Adjust interventions based on measurable outcomes and stakeholder feedback.
- **Professional Development:**
 - Deliver and coordinate staff training on inclusive practices, differentiated instruction, and legal responsibilities related to SEND.

2. Inclusion Champion

The Inclusion Champion is a senior educator who advocates for inclusive culture across the school. The Inclusion Champion promotes attitudes, values, and practices that support every student's right to belong and thrive.

Key Responsibilities:

- **Promoting Inclusive Culture:**
 - Encourage a school-wide mindset of acceptance, understanding, and high expectations for all students.
- **Peer and Staff Support:**
 - Mentor and guide classroom teachers in adapting instruction and managing diverse learning needs.
 - Facilitate informal coaching or co-teaching where necessary to support staff confidence.
- **Liaison Role:**
 - Support communication between students, families, and staff to ensure inclusive values are reflected in everyday school life.
 - Work closely with the SENCo to ensure consistency between cultural shifts and practical interventions.

Within Early Years, the SENCo and Inclusion Champion are instrumental in embedding inclusive education by:

- Using developmental screenings and initiating the graduated response model consistent with early intervention best practices.
- Facilitating professional development for staff on early signs of SEND and differentiated instruction, aligned with SABIS® teacher training models.
- Providing families with clear, structured guidance through early intervention and referral pathways.
- Documenting and tracking student progress using the school management system and student support tools.
- Creating a visibly inclusive environment while promoting a culture of equity.

MEASURING SUCCESS IN INCLUSIVE EDUCATION

To ensure that our inclusion practices are effective, the school:

- monitors student progress against IEP/SSP targets, using school academic performance tracking reports, teacher/SENCo observations, and feedback.
- conducts staff self-assessments and reflections on inclusive teaching practices.
- considers KHDA inspection findings and internal audit results to refine approaches.
- collects feedback from students and families, emphasizing satisfaction and effectiveness of support.