



INCLUSION POLICY

THE INDIAN HIGH SCHOOL, DUBAI

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1. RATIONALE

The purpose of this policy is to establish a clear and equitable framework for inclusive education that identifies and removes barriers to learning, participation and achievement. It ensures that Students of Determination and Gifted and Talented students receive personalised support and appropriate challenge to develop their strengths, maximise their potential and participate fully in school life.

2. SCOPE

This policy applies to all students from Grades 5 to 12 who experience barriers to learning and require additional learning support, counselling, personalised learning approaches, and/or adaptations to teaching, learning, and assessment strategies within mainstream classrooms.

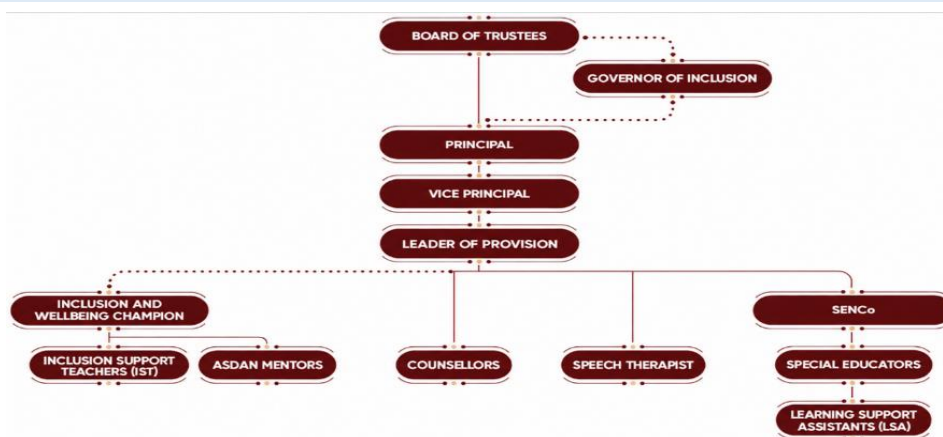
3. POLICY STATEMENT

The central focus of this policy is to ensure equitable access to education for Students of Determination by identifying and removing barriers that may restrict their participation, engagement and progress within a relevant and appropriately challenging school-based learning environment.

The school promotes a shared understanding of the values, principles and standards of inclusive education among all stakeholders. This policy is informed by the *Guide for Implementing the Categorisation for Students of Determination (2025)*, *Guidelines and Standards for the Use of External Assessment Reports for Students of Determination in Dubai Private Schools (2025)*, *Dubai Inclusive Education Policy Framework (2017)*, *Implementing Inclusive Education: A Guide for Schools (2019)*, *Directives and Guidelines for Inclusive Education (2020)*, Administrative Resolution No. 15 of 2026, *Advocating for Inclusive Education: A Guide for Parents (2021)*, Federal Law No. 29 of 2006, Dubai Law No. 3 of 2022, the UAE School Inspection Framework, General Rules for the Provision of Special Education Programs and Services (Public and Private Schools), relevant KHDA guidelines, and recognised international best practices.

The policy is implemented through detailed procedures that define the identification and categorisation of Students of Determination, the support and interventions available at each level and the roles and responsibilities of all stakeholders, under the oversight of the Governor for Inclusive Education. The school does not impose hidden charges or additional costs for the support provided through its established provision. Students of Determination are eligible for admission in accordance with the Admission Policy, and parents are encouraged to disclose identified needs during the application process. The entry assessment process is used to understand applicants' learning needs and inform appropriate provision planning, ensuring that students can be admitted and supported effectively within the school's available provision.

4. INCLUSION SUPPORT TEAM



5. RESPONSIBILITIES OF INCLUSION SUPPORT TEAM

Members of the Inclusion Support Team:

- Demonstrate proficiency in inclusive education, curriculum modification, personalised learning, assessment and adaptive teaching strategies.
- Meet regularly and monitor agreed actions through effective follow-up systems.

- Work closely with class and subject teachers to support students experiencing barriers to learning by providing timely coaching, guidance and classroom support.
- Allocate Learning Support Assistants (LSAs) to individual students, groups or classes according to identified needs. Their deployment and impact are reviewed regularly and adjusted in response to student and teacher requirements.
- Work collaboratively with parents, caregivers, teachers and specialist professionals to develop and review appropriate IEPs, BIPs and ISPs.
- Collaborate with multidisciplinary teams and external professionals or specialist centres, where appropriate, to ensure coordinated and high-quality provision.
- Support the meaningful participation of all students in the common learning environment through effective lesson planning, classroom organisation, purposeful grouping and appropriate adaptations.
- Prioritise positive relationships with students and develop a clear understanding of their learning profiles, performance levels, strengths, needs and personalised outcomes.
- Apply formative assessment, Universal Design for Learning (UDL), differentiation and learner-centred approaches to enable students to access and achieve curriculum-based learning goals.
- Engage in coaching and collaborative planning with teachers and support staff to promote inclusive classroom practice.
- Demonstrate a clear understanding of inclusive education principles and contribute to building an inclusive culture across the school.

Governor for Inclusive Education

The management appoints a qualified Governor for Inclusive Education who works with school leaders to oversee the implementation of the Inclusion Policy, evaluate the quality of inclusive education and recommend areas for improvement in line with common inclusive education standards. The Governor supports the governing board to:

- Set a clear strategic direction for equitable access to education through an inclusive vision and ethos.
- Safeguard students from practices that may unfairly disadvantage, mislabel or restrict their access to education.
- Ensure that assessments and interventions are ethical, child-centred and respectful, with the best interests of the student at the centre of decision-making.
- Oversee the equitable allocation of resources, including staffing, professional development and specialist provision, to ensure identified support is implemented effectively.
- Review school-wide data on identification, progress and outcomes to support evidence-based decision-making.
- Hold the Inclusion Support Team accountable for developing and implementing an appropriate inclusive education improvement plan.
- Recommend appropriate financial investment to ensure that targeted inclusion plans are adequately resourced.

Principal

The Principal, in partnership with the Inclusion Support Team, provides strategic leadership for an inclusive school culture and ensures that students, staff and parents understand and contribute to the school's vision for inclusion. The Principal:

- Communicates the school's vision for inclusion and promotes engagement across the entire school community.
- Leads school-wide reviews of current practice, recognising effective provision and identifying areas requiring targeted improvement.
- Maintains overall responsibility for the school's inclusive education policies relating to identification, assessment and provision.
- Ensures that policies reflect equity, transparency and alignment with KHDA inclusive education policies, directives and guidelines.
- Leads the development of high-quality inclusive education by building in-house expertise, strengthening early identification and promoting adaptive teaching approaches that reduce unnecessary reliance on external assessment.

- Ensures adequate resources, staffing and professional development opportunities are available to support effective inclusive practice.

Vice Principal

The Vice Principal supports the promotion, direction and oversight of high standards of teaching, learning, achievement and progression for Students of Determination, Gifted and Talented students and students receiving counselling support. The Vice Principal:

- Supports the implementation of the school's inclusive education improvement plan.
- Ensures that staff receive appropriate guidance and support to implement inclusive approaches to teaching and learning.
- Oversees an annual programme of continuing professional development (CPD) for staff across all levels and phases.
- Applies systematic monitoring and review processes to evaluate progress and inform strategic planning.
- Ensures that recruitment and induction processes recognise inclusive practice as an essential professional responsibility.
- Supports the Principal in coordinating inclusive practices across daily school operations, including early identification, adaptive teaching and internal support mechanisms.
- Ensures that inclusive practice complies with KHDA requirements and UAE legislation.

Inclusion Champion

The Inclusion Champion acts as a bridge between the Counselling and Special Education Departments and mainstream classrooms, ensuring that the provisions, modifications and concessions identified in students' support plans are implemented effectively. The Inclusion Champion promotes awareness, advocates for Students of Determination and supports the development of an inclusive culture across the school.

The Inclusion Champion:

- Supports screening and early identification by ensuring that teaching teams respond proactively to identified concerns.
- Oversees provision for Level 1 students, ensuring appropriate classroom support and targeted interventions.
- Oversees Gifted and Talented provision, ensuring that high-ability students receive appropriate challenge, enrichment and development opportunities.
- Promotes inclusive attitudes and approaches through staff training and professional learning focused on effective differentiation and inclusive practice.
- Manages Inclusion Support Teachers (ISTs) and ASDAN Mentors for the Gifted and Talented programme, ensuring effective implementation of provision.
- Responds constructively to feedback from students, parents and staff and maintains positive professional relationships.
- Shares relevant information with senior leaders and contributes to strategic decision-making.
- Provides encouragement, guidance and support to sustain continuous improvement in inclusive practice.

Leader of Provision (LoP)

The Leader of Provision (LoP) provides specialist leadership in identifying and addressing barriers to learning and supports teachers in developing effective classroom approaches that enable every student to make progress. The Leader of Provision:

- Works alongside teachers to observe, assess and identify special educational needs using appropriate observation tools and assessment frameworks.
- Oversees all levels of provision (Levels 1, 2, and 3) and monitors their effective implementation.
- Coordinates the work of the Inclusion Champion, SENCo, Counsellors and Speech and Language Therapists to promote a holistic approach to inclusion.
- Leads the development and review of inclusion policies, monitors provision and ensures alignment with recognised good practice and school requirements.
- Collaborates with specialists to develop and review school-wide screening and identification processes.

- Builds teacher capacity in early identification, adaptive teaching and personalised support.
- Leads internal and external assessment pathways, ensuring that procedures comply with KHDA requirements, school policies and ethical standards.
- Supports parents, particularly in complex cases requiring external assessment, by providing clear, sensitive and transparent guidance on assessment processes, appropriate providers and assessment outcomes.
- Oversees ASDAN provision for Students of Determination, ensuring access to appropriate skill-building opportunities.
- Works collaboratively with Special Educators, Speech Therapists, Counsellors and other specialists to support students' learning, development and wellbeing.
- Provides professional advice and guidance to teachers and parents.
- Promotes high expectations for student learning, achievement and personal development.
- Supports the development of relevant and purposeful learning activities.
- Facilitates collaborative meetings to develop, review and monitor support plans.
- Monitors classroom implementation of strategies designed to reduce barriers to learning.
- Leads evidence-based interventions for individual students and small groups.
- Supports staff wellbeing by providing confidential, open-access mental health sessions during scheduled school hours.

SENCo

The SENCo monitors the impact and effectiveness of interventions for students experiencing learning difficulties and contributes to the review of attainment and learner-related information. The SENCo:

- Identifies students experiencing barriers to learning through analysis of classroom engagement, assessment information and other relevant data.
- Manages provision for Level 2 and Level 3 students, coordinating targeted interventions and ensuring that individual support plans are implemented effectively.
- Supervises Special Educators, who coordinate and guide the work of Learning Support Assistants.
- Provides practical guidance to teachers on adaptive teaching, personalised strategies and classroom accommodations.
- Tracks and monitors the progress of Students of Determination using appropriate assessment and monitoring systems.
- Promotes high-quality teaching and intervention through observations, professional feedback and collaborative problem-solving.
- Plans provision and monitors consistency in its implementation across phases and departments.

Inclusion Specialists

Inclusion Specialists include Counsellors, Special Educators and Speech Therapist. They contribute to an inclusive school culture and support the implementation of appropriate provision for diverse learners. They:

- Maintain accurate and confidential student information in accordance with school procedures.
- Collaborate with teachers, the Inclusion Champion, SENCo, Leader of Provision, parents and external professionals.
- Communicate with parents in a timely, sensitive and evidence-based manner.
- Contribute to the development, implementation and review of IEPs, BIPs and ISPs.
- Participate in professional development to enhance assessment knowledge, intervention quality and inclusive practice.

Counsellors:

- Support identification and, where required, administration of relevant psychometric assessments, working collaboratively with stakeholders to develop and review IEPs, BIPs and ISPs.

- Observe and document academic, behavioural, emotional, social and wellbeing indicators that may require internal or, where necessary, external psychological assessment.
- Engage sensitively with parents to understand relevant home circumstances, developmental history and previous assessments.
- Share relevant academic, behavioural, attendance and wellbeing information with the Leader of Provision to support appropriate referrals.
- Guide teachers in inclusive strategies, differentiation, accommodations and approaches that support positive behaviour and wellbeing.
- Promote understanding and acceptance of inclusion among parents, staff and the wider school community.
- Gather and analyse information on the effectiveness of inclusion practices to inform improvement.
- Provide timely support to students experiencing crises or situations affecting their wellbeing.
- Advocate for students' mental health and wellbeing and promote a safe, supportive and inclusive environment.
- Lead the school's drug prevention programme, including awareness activities, student workshops, staff training and appropriate collaboration with external agencies.
- Work with parents, educators and external professionals to identify risk factors and implement preventative strategies.
- Provide early intervention and referral support for students at risk of substance misuse.
- Maintain appropriate records and report emerging trends to school leadership to inform preventative action.

Special Educators:

- Develop and implement Individual Education Plans (IEPs) for Students of Determination in collaboration with teachers, parents and relevant specialists.
- Collaborate with class and subject teachers to adapt curriculum, develop appropriate strategies and provide necessary accommodations.
- Manage and support Learning Support Assistants, providing guidance on the implementation of IEPs, classroom strategies and accommodations.
- Monitor student progress and provide feedback to LSAs to ensure consistency in support.
- Assess student progress regularly and adjust interventions and teaching strategies according to identified needs.
- Promote academic, social and inclusive participation through appropriate individual and group interventions.
- Maintain regular communication with parents regarding student progress, targets and provision.

The Speech Therapist:

- With parental consent, conducts appropriate informal assessments to identify speech, language and communication needs.
- Recommends external assessment where significant concerns require further specialist evaluation.
- Develops and implements individualised therapy plans to address identified speech, language and communication needs.
- Collaborates with teachers and other specialists to integrate communication goals into students' wider educational plans.
- Provides teachers with appropriate strategies, such as visual prompts and language modelling, to support communication and language development.
- Guides parents on strategies and activities that can support speech and language development at home.
- Monitors and documents students' progress and provides reports to inform educational planning.

Inclusion Support Teachers

Inclusion Support Teachers (ISTs) are experienced classroom teachers who provide additional support alongside their mainstream teaching responsibilities. They:

- Support the identification of individual student needs through classroom observation and assessment.
- Provide targeted support to Level 1 learners within their section through appropriate interventions and accommodations.
- Advocate for differentiation and inclusive teaching practices within their section.

- Support the development of personalised support plans and appropriate instructional strategies.
- Assist with curriculum modification, adaptation and assessment procedures.
- Model effective teaching approaches.
- Contribute to the effective operation of the Inclusion Support Team.

ASDAN Mentors:

- Guide Gifted and Talented students in selecting appropriate ASDAN short courses based on their interests, strengths and abilities.
- Support students with course planning, task completion and the requirements for certification.
- Provide ongoing encouragement, guidance and monitoring to help students remain engaged and achieve their course goals.

School- and Parent-employed Learning Support Assistants

Learning Support Assistants (LSAs):

- Work closely with class teachers to link IEP targets with class-based learning targets wherever appropriate.
- Help students understand their learning targets, next steps and the strategies they can use to achieve them.
- Support individualised instruction within inclusive classrooms using appropriate evidence-based approaches.
- Apply strategies gained through professional development, in-service training and relevant workshops.
- Monitor and communicate students' responses to support strategies in collaboration with teachers and the Inclusion Support Team.

Parents and Guardians

Parents and guardians are valued partners in their child's education. Class teachers, Support Teachers and Section Supervisors engage parents in discussions about progress, provision and next steps while maintaining confidentiality and respectful communication. Parents and guardians are encouraged to:

- share relevant assessment details to support informed decision-making and appropriate provision.
- understand and meet the financial responsibilities associated with obtaining external assessments (in consideration of its purpose, potential benefits and appropriate next steps).
- work with the school to identify suitable external providers that meet appropriate professional and quality standards.
- collaborate with the school in implementing recommended strategies and provide feedback on their child's progress, learning targets and support at home and in school.
- participate in planning, review and decision-making processes relating to their child's provision.

Class Teachers and Subject Teachers

- Observe and document academic, behavioural, social and communication patterns that may indicate emerging needs and use classroom assessment data to initiate internal referrals where appropriate.
- Discuss concerns with parents in a sensitive, factual and timely manner, while gathering relevant information about home observations, developmental history and existing assessments.
- Submit formal referrals, supported by relevant observations, work samples and classroom data, to the Leader of Provision/SENCo.
- Implement agreed IEP/BIP/ISP accommodations, differentiation strategies and teacher-led interventions.
- Collaborate with LSAs, Special Educators, Counsellors, Speech Therapists and other relevant specialists.
- Monitor students' responses to interventions and record progress systematically.
- Set appropriate targets for Students of Determination and ensure that students understand their targets, next steps and the strategies they can use to achieve them.

6. PARTNERSHIPS FOR INCLUSION

School-community partnerships at the Indian High School help implement a system of integrated services for Students of Determination, often providing support and resources to meet staff, family, and student needs that go beyond what is typically available through school. Reciprocally, community partners benefit from their relationships with the school, including learning about schools' inclusive culture. The school collaborates with the following local organizations.

- ASDAN (Award Scheme Development and Accreditation Network)
- Switch 4 Schools
- Dubai Autism Center (DAC)
- Al Jalila Foundation
- Rashid Centre for Disabled
- Al Noor Training Centre for Persons with Disabilities
- The Special Needs Future Development Center (SNF)

7. INCLUSIVE CULTURE, COMMITMENT AND ETHOS

An ethos of positive classroom culture and inclusive education permeates all aspects of the school system.

- The school implements a positive and inclusive admission policy that welcomes a diverse range of learners and, where appropriate, allows a waiver of the eligibility test and direct admission for Students of Determination experiencing barriers to learning.
- A qualified Governor for Inclusive Education provides leadership and accountability for implementing the school's vision for inclusion in alignment with the **Dubai Inclusive Education Policy Framework**.
- The school prioritises ongoing professional development to equip staff across all phases with current knowledge, inclusive teaching strategies and the skills required to recognise and support students experiencing learning difficulties.
- Parents and caregivers are provided with opportunities to develop their understanding of barriers to learning, available resources and appropriate support mechanisms for their children and families.
- The school develops awareness and promotional materials that promote inclusion, challenge stigma and highlight the abilities, achievements and contributions of Students of Determination. Representation of diverse learners is incorporated across print and digital resources, literature, media and other relevant materials.
- A monitoring and evaluation process is used to assess the impact of inclusive practices on the attitudes, beliefs and experiences of students experiencing barriers to learning.
- The school safeguards the health, safety and welfare of all students, with particular attention to vulnerable groups and their individual support needs.
- The school provides an accessible physical environment through facilities and adaptations such as modified washrooms, lifts, ramps and club carts, based on individual student needs.
- The Circle of Happiness, Inclusion and Wellbeing coordinates and promotes high-quality support for Students of Determination both within lessons and across the wider school environment.
- A customised performance and reward system supports the professional development and recognition of staff within the Circle of Inclusion. Six performance standards have been established for Counsellors, Special Educators and Learning Support Assistants (LSAs), informed by international best practice, KHDA inclusion guidelines, Wellbeing Matters guidelines and the CBSE Mental Health and Wellbeing Manual.

8. INCLUSIVE ADMISSION PRACTICE

The school welcomes Students of Determination and provides a learning support programme designed to address the individual needs of Students of Determination, including those who are Gifted and Talented. Where a student's specific educational needs have not been previously identified, the school will work collaboratively with the student and parents to understand their individual strengths, needs and barriers to learning, and determine the appropriate level of support within the school's existing provision. Parents are expected to share relevant assessment, diagnostic and professional progress reports available to them and work in partnership with the school.

Where ongoing reviews indicate the need for an external psychoeducational assessment to deepen the understanding of the student's barriers to learning and inform appropriate support, parents are expected to cooperate with the school and provide relevant professional assessment and progress reports when requested, to support their child's learning

and development. We expect parents to work closely with us if a particular educational need is identified during or following the admission process.

The school's admission process:

- ensures equitable access to educational opportunities by providing appropriate support, accommodations and curriculum modifications for students experiencing barriers to learning.
- provides sibling priority for Students of Determination, subject to the availability of seats.
- promotes an inclusive admissions approach, except where specific circumstances beyond the school's control, such as infrastructure or staffing limitations, prevent the required provision from being delivered.
- identifies potential barriers to access and proactively plans appropriate measures to minimise their impact on students' learning experiences and outcomes.
- ensures compliance with the *Guide for Implementing the Categorization for Students of Determination (2025)*, *Guidelines and Standards for the Use of External Assessment Reports for Students of Determination in Dubai Private Schools (2025)* and the *Dubai Inclusive Education Policy Framework*.
- may waive the admission test for a Student of Determination where parents indicate the student's needs during registration and provide relevant supporting evidence through the designated referral process.
- may conduct an informal screening, based on the parent's application, to understand the student's current attainment, learning needs and potential barriers. This screening is not an eligibility assessment and does not determine admission; it is used solely to inform appropriate support and provision.
- requests an external assessment only when required to develop a sufficiently detailed understanding of the student's barriers and determine the most appropriate provision within the school's available resources.
- verifies external assessment reports issued outside the UAE through the Principal, in coordination with the Circle of Inclusion and Wellbeing. Where necessary, the school may seek validation from a DHA/CDA-licensed practitioner to confirm the validity of the report, authenticity and compliance with local requirements.
- offers tailor-made subject combinations in Grade 11 for Students of Determination, subject to the availability of seats.
- may arrange enhanced provision in exceptional circumstances through an individualised service agreement with KHDA, including an agreed individualised service fee where applicable.
- submits a completed Non-Admission Notification Form to KHDA before making a final decision not to enrol a student, where required, to support appropriate monitoring and regulatory oversight.

9. IDENTIFICATION AND INTERVENTION

Identification is an ongoing process, with teachers, parents and students able to submit referrals at any point during the academic year. The Circle provides training and professional development for educators at all levels to increase awareness of SEND, support early identification, and develop appropriate strategies for students experiencing learning difficulties. The school aims to identify barriers to learning as early as possible so that appropriate support and interventions can be provided. Multiple identification pathways are used to ensure a comprehensive and inclusive approach to meeting the needs of all learners.

School-wide screening is conducted to identify students who may be experiencing barriers to learning. Educators use the School-Wide Screening, followed by more detailed screening by internal Inclusion Specialists, where required. Standardised assessments, observations and other appropriate screening tools may be used to identify learning or developmental needs. Where necessary, assessments may be conducted by qualified external specialists or internal Inclusion Specialists.

School Internal Referral System

Staff develop their understanding of the various categories of Students of Determination through regular workshops, professional reading, case studies and practical classroom experiences. During the orientation at the beginning of the academic year, parents are encouraged to share relevant information about their child, including known medical, learning, behavioural or emotional needs that may require support. Parents can also submit concerns through the online Parent Referral Form, which is reviewed and assessed by the designated school team.

The Teacher Referral Form supports the timely identification of students and the development of an appropriate plan of action based on their level of need. Referrals may be initiated based on identified at-risk students, indicators and triggers documented in the areas of concern, or concerns raised by parents/guardians, teachers or other school personnel. Both quantitative and qualitative student data are considered when determining appropriate interventions. Information and intervention plans are shared confidentially with staff directly involved in the referral and support process.

Pre-referral Intervention

Pre-referral intervention involves identifying and implementing appropriate classroom strategies before considering a referral for specialised support. The pre-referral team may include the teacher, parents/guardians, administrator and other staff involved in the student's education. The teacher provides relevant information about the identified concern, and the team collaborates to determine appropriate strategies and monitor their impact. The aim is to address barriers within the classroom and enable the student to make progress without immediately requiring specialised provision. Where interventions do not result in sufficient progress, the student may be referred for further assessment to determine the appropriate level of support and provision.

Admission Process

During the admission process, parents are invited to disclose any known Special Educational Needs or existing support requirements. Where SEN is declared, the school gathers relevant information and undertakes appropriate observations and assessments to determine the student's support needs. Where complex and significant difficulties are observed, parents may be advised to obtain an external psychoeducational assessment to develop a comprehensive understanding of the student's profile. Where difficulties are mild, relevant observations and findings are shared with the Teaching and Learning Team to facilitate early, targeted interventions and minimise barriers to learning.

Procedure for registering students to the Students of Determination Record

Step 1: The school conducts school-wide screening to identify students who may be experiencing barriers to learning. Where required, further psychoeducational assessment is undertaken to confirm the nature, level and category of the identified difficulty. The findings are discussed with relevant stakeholders, and students who meet the criteria are added to the Students of Determination record. Teachers and Inclusion Specialists contribute to the identification process and ensure that appropriate provision is put in place. Personalised and targeted support may include an Individual Support Plan (ISP), Individual Education Plan (IEP) or Behaviour Intervention Plan (BIP), according to the student's needs.

Step 2: Teachers use a range of indicators to identify students who may be experiencing barriers to learning. These include classroom observations, teacher evaluations, CAT4 and ISA assessments, diagnostic assessments and annual performance records. Teachers work collaboratively with parents to understand identified concerns, implement appropriate interventions and reduce barriers to learning, with the aim of supporting students' progress.

Step 3: Where concerns persist or remain unchanged despite initial interventions, teachers complete a referral form documenting relevant concerns across academic, behavioural, socio-emotional and developmental areas. The referral provides a structured record of the concerns identified and the support already provided.

Step 4: Following the receipt of referral, the specialist team collaborates with the class teacher and subject teachers, observes the student in the classroom and gathers relevant information from parents. Where further assessment is required, an internal assessment is conducted and, where significant or complex needs are identified, an external psychoeducational assessment may be recommended.

Students experiencing learning, cognitive, language or communication difficulties may be provided with an Individual Education Plan (IEP) or an Individual Support Plan (ISP) for mild difficulties, tailored to their individual needs. Students experiencing barriers related to behaviour may receive a Behaviour Intervention Plan (BIP) to address identified behavioural needs. Students with medical conditions that affect their learning, or those receiving external support such as psychotherapy or medication for psychological or psychiatric conditions, may receive an Individual Support Plan (ISP) to accommodate their individual circumstances and provide appropriate support. Where formal assessment is not required, short-term targeted support may be provided to address identified barriers.

Monitoring and Tracking

The progress of Level 3 and Level 2 students experiencing barriers to learning is formally monitored and tracked four times a year, twice each term, through IEP/BIP tracking using a five-point rubric system. Assessment is ongoing, with mainstream assessment data used to monitor students of determination, supported by regular discussions and review.

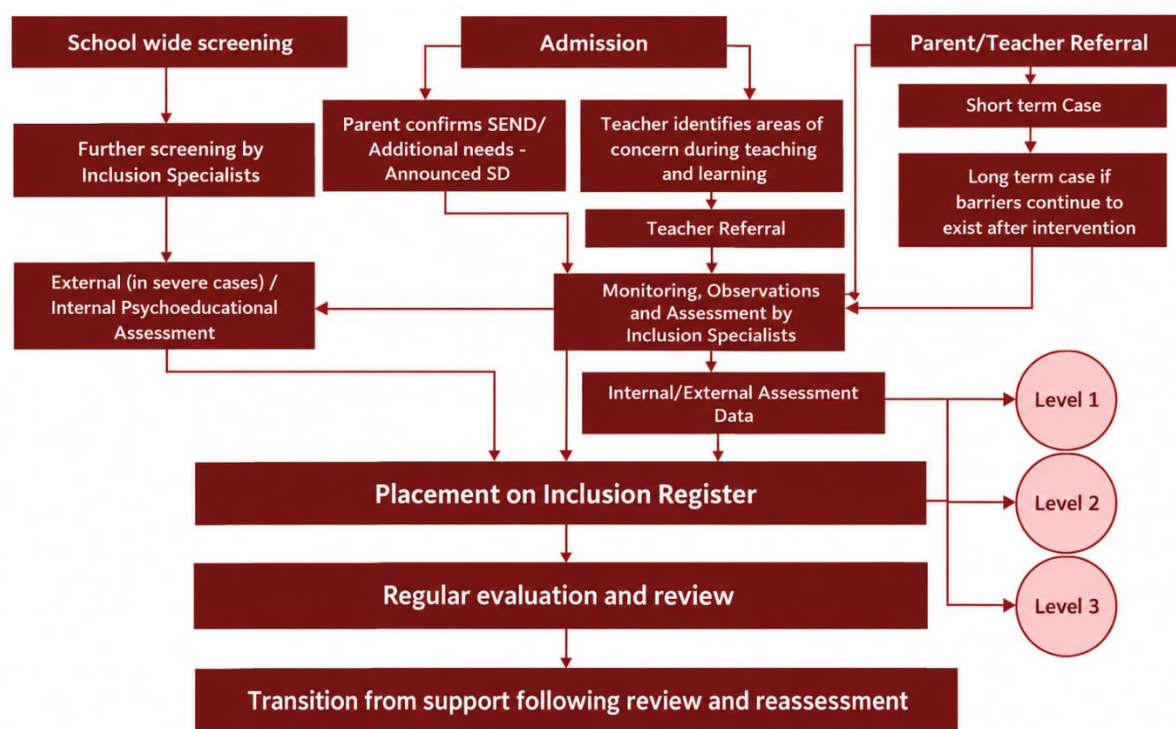
Identified needs are evaluated through assessment findings, staff observations and discussions with parents. As assessments are completed, appropriate strategies and interventions are planned to ensure high-quality provision for students with learning differences. IEPs are developed, implemented and reviewed with input from all relevant stakeholders. Parents are provided with appropriate guidance and information on accessing external specialists when required to support further identification and appropriate provision. The Circle of Inclusion liaises with external professionals and psychologists, as required, to support coordinated provision.

Case Conference

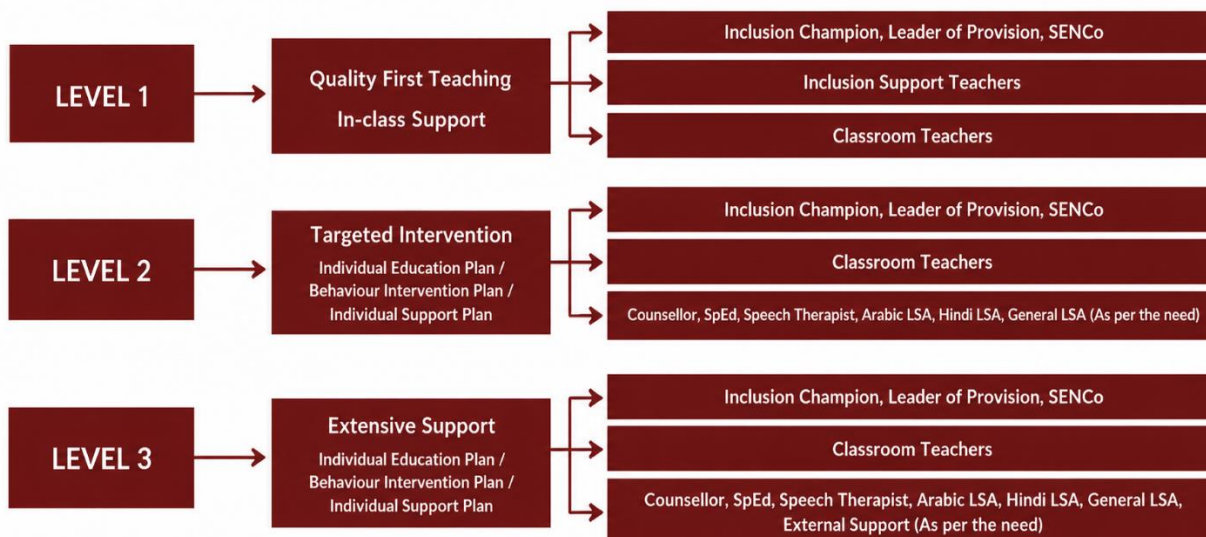
A Case Conference is employed to formulate, review and update individualised provision for Students of Determination. Case Conferences are conducted at appropriate intervals and involve relevant stakeholders to discuss student needs, develop and review provision, evaluate progress and make necessary adjustments to support.

Each student receiving special educational support has four Case Conference meetings within a 12-month period. The committee comprises the Inclusion Champion, Leader of Provision, SENCo, Section Supervisor, Counsellor, Inclusion Support Teacher (IST), Special Educator, Speech Therapist, Learning Support Assistant (LSA) and relevant teachers.

Flow Chart for Identification of Students of Determination



10. STRUCTURE OF PROVISION



Level 1:

Level 1 students are identified through the analysis of internal assessment data and receive first-quality teaching within the classroom. With parental consent, the Inclusion Team monitors their progress over a term, with particular attention to their performance in the half-yearly and annual examinations. Students who demonstrate significant progress continue to be monitored and are gradually withdrawn from Level 1 support as appropriate. Where progress remains below expectations, screeners and further assessments may be administered to identify underlying barriers to learning. Based on the findings, students may be referred for Level 2 or Level 3 support to ensure that appropriate interventions are provided.

Level 2:

Level 2 refers to specific, additional and time-limited interventions for students who require targeted support to accelerate their progress and work towards or above age-related expectations. Students who, based on assessment data, have consistently remained below expected levels over two terms may be considered for Level 2 intervention. The category of need is determined in accordance with KHDA categorisation (see Appendix A for further details).

Support is provided through targeted and personalised interventions involving class teachers, Counsellors, Special Educators and Learning Support Assistants, as appropriate, to enable students to engage in appropriately challenging learning experiences and achieve age-related expectations. Inclusion Support Teachers and inclusion specialists contribute by observing lessons, making recommendations, providing training and monitoring the implementation of support strategies. The Section Counsellor, Leader of Provision, SENCo and Inclusion Champion review the Learner Profile, IEP, BIP and ISP, and observe in-class support. Following a gap analysis, they provide teachers with constructive feedback and guidance to inform appropriate interventions. When Level 2 students demonstrate significant progress, they may transition to Level 1. They are then monitored for a further term to evaluate sustained progress. Where students continue to demonstrate better-than-expected progress, additional support is gradually withdrawn, enabling them to apply the skills developed through targeted intervention with greater independence.

Level 3

Level 3 refers to targeted provision provided to minority of students who require extensive support to accelerate progress and enable them to achieve their potential. Level 3 students are identified either at entry or as soon as their specific needs become evident. Depending on the nature and complexity of their needs, students may receive specialised support from a team that includes a Special Educator, Speech Therapist, Learning Support Assistant and Counsellor. Some students may require curriculum modifications or modified question papers to access learning and assessment effectively. These adjustments are not required for all Level 3 students and are determined on an individual basis according to their specific needs and level of support required. Individualised programmes are developed to address identified needs and accelerate progress. The Special Educator, Speech Therapist and/or

Counsellor work collaboratively with the SENCo and Leader of Provision to observe in-class support, monitor implementation and ensure that the goals and objectives outlined in the IEP are addressed. Although students may make significant progress, they may not necessarily close the attainment gap with their peers.

Level 3 provision is 'additional to' or 'different from' the provision ordinarily available to most students within the school and may include specialist approaches, interventions or support services.

Twice Exceptional:

Twice exceptional (2e) students have distinctive learning profiles in which exceptional strengths or abilities coexist with barriers to learning in other areas. For example, a student may demonstrate exceptional ability in Mathematics while experiencing Dyslexia or display high levels of creativity alongside ADHD.

The school proactively identifies 2e students through internal assessment tools, external assessments and observations. Support Plans are developed to nurture students' strengths while addressing identified barriers through appropriate enrichment opportunities, targeted interventions and personalised support. Their progress is monitored regularly to ensure continued academic development while providing opportunities to develop and extend their areas of strength.

11. LESSON OBSERVATION AND FEEDBACK (LEARNING WALKS)

Teacher Audit and Feedback Process

School leaders at all levels regularly observe teachers as part of an ongoing audit and professional development process. Prior to observations, lesson plans are reviewed and refined to ensure alignment with effective teaching practices. The observation includes specific indicators for inclusion and wellbeing, which observers consider during the lesson. Following each observation, teachers receive constructive feedback highlighting effective practice and identifying areas for improvement, supporting continuous professional development.

Learning Walks for Inclusive Education

The school is committed to fostering an inclusive learning environment in which all students receive appropriate support for their holistic development. The Governor for Inclusive Education conducts observations to review classroom dynamics, teaching approaches and the implementation of differentiation strategies for students with disabilities.

Following each observation, the Governor for Inclusive Education collaborates with educators and the Circle of Inclusion to provide targeted feedback and constructive recommendations on differentiation and adaptation practices. These discussions support teachers in reflecting on their practice, applying feedback and engaging in ongoing professional development related to inclusive teaching. The insights from these observations contribute to continuous improvement and support the consistent implementation of effective differentiation strategies.

Inclusion and Wellbeing Observation

Inclusion specialists, working collaboratively with the academic team, conduct regular classroom observations across all grades and subjects. Observations focus on effective inclusive practices and areas for development, including the classroom environment, classroom management, planning, differentiation, in-class assessment and feedback, and the integration of social and emotional learning.

Inclusion specialists and academic leaders jointly provide targeted, constructive feedback to help teachers refine their inclusive teaching strategies. Observation feedback forms an integral part of teachers' professional growth and supports the consistent implementation of effective inclusive practices.

Joint Observation Feedback

Joint observation of teaching practice, followed by professional dialogue involving colleagues with different areas of expertise, supports the development of shared knowledge and effective practice. A team of specialists uses observational evidence relating to Students of Determination at different levels to support classroom teachers with

practical strategies and constructive feedback. This educative mentoring approach broadens teachers' knowledge and expertise while promoting shared practices and common perspectives.

Level 1 student support is observed by an expert from the T&L Team and the Inclusion Champion, who provide constructive feedback to the teacher on the strategies used to support the student in class. Each learner on the provision list is jointly observed.

Level 2 student support strategies are jointly observed by the Counsellor/Special Educator and SENCo/Leader of Provision once each term. The observations are used to mentor teachers and provide feedback on the effectiveness of classroom support.

Level 3 learner support measures implemented by the classroom teacher are reviewed through constructive feedback from the Leader of Provision/SENCo and the Special Educator/Counsellor supporting the learner. Scheduled termly joint observations are followed by group feedback to teachers.

During Push-In Sessions, students receive coordinated support from classroom teachers and Special Educators. Class teachers work closely with Special Educators to plan and implement appropriate teaching strategies, activities and classwork to support the engagement, participation and progress of students with additional learning needs.

12. DIFFERENTIATED CURRICULUM AND SUPPORT

The school endeavours to maintain high levels of staff expertise and training to support Students of Determination through:

- Following the systems and procedures outlined in the Inclusive Education Framework.
- Ensuring school leaders, including the Principal, Section Supervisors, Heads of Departments and Inclusion Support Teachers, oversee the personalisation of the curriculum to meet individual learning needs.
- Developing teachers' understanding of barriers to learning and their impact on students' engagement, achievement and personal, social and educational development.
- Developing Individualized Education Plans (IEPs), Behaviour Intervention Plan (BIP) and Individual Support Plan (ISPs) that reflect each student's ability, learning profile, individual needs and appropriate learning goals, and sharing these with relevant subject teachers to ensure consistency across the curriculum.
- Using assessment and comprehensive analysis to determine appropriate levels of challenge, curriculum adaptations and personalised learning goals.
- Ensuring all teachers develop proficiency in inclusive teaching strategies, curriculum modification, personalised learning and appropriate assessment practices.
- Planning curriculum modifications for Level 3 students collaboratively with subject teachers, ISTs and Heads of Departments, informed by specialist recommendations and external assessment reports where applicable.
- Aligning modified curriculum with IEP goals and involving Special Educators and Learning Support Assistants in planning and delivering appropriate support.
- Providing individualised curriculum expectations for students requiring significant curriculum modification, supported by targeted interventions from LSAs or Special Educators.
- Reviewing IEP goals and provision termly and adjusting curriculum modifications, in-class support and specialist interventions according to student progress and emerging needs.
- Monitoring provision across phases through school leaders and the Circle of Inclusion, supported by regular learning walks, observations and student voice.
- Evaluating the effectiveness of provision regularly and securing specialist expertise where further support is required.
- Providing learning pathway support for Students of Determination transitioning to CBSE Board classes, including applications for approved skill subjects or lower-level Mathematics where appropriate.
- Supporting students' future aspirations through career talks, individual guidance and appropriate pathways towards higher education and employment.
- Providing opportunities through the THRIVE Programme, co-curricular activities and competitions for students to develop talents, confidence and social-emotional wellbeing.
- Implementing the ASDAN curriculum from Grade 5 to develop lifelong learning skills, entrepreneurship and aspirational career pathways.

- Ensuring students receive appropriate challenge, personalised support and targeted interventions that promote academic achievement and personal development.

13. INCLUSIVE TEACHING AND CLASSROOM CULTURES

The diverse learning needs of all students are met through the following approaches:

- Follow the systems and procedures outlined in the Inclusive Education Framework to ensure consistent and effective provision for all learners.
- Apply Universal Design for Learning (UDL) by providing multiple means of representation, expression and engagement to address diverse learning needs.
- Maintain clear whole-school systems for the timely identification and monitoring of individual needs related to communication, learning, social-emotional wellbeing and behaviour.
- While the Special Educator and IST lead the development of individual support plans, classroom teachers are responsible for implementing agreed strategies and monitoring their impact on learning.
- Use a range of teaching strategies, activities, assignments and appropriate differentiation to accommodate students' diverse abilities, experiences and learning needs.
- Provide systematic targeted support through Level 2 (individual and/small-group) and Level 3 individual interventions within the Learning Centre, complemented by weekly push-in sessions that develop learning strategies, remove barriers and promote active classroom participation.
- Provide extension and enrichment opportunities across the curriculum and wider school programme to develop the strengths and talents of G&T students.
- Conduct School Day Observations by Counsellors and Special Educators, in collaboration with the SENCo, to gain a holistic understanding of Level 2 and 3 learners, review the implementation of IEP strategies and provide feedback to teachers and LSAs.
- Provide alternate learning pathways for Grade 9 Students of Determination, with active, skill-based learning aligned with their interests and strengths.
- Use data analysis, student progress information, rigorous self-evaluation and action planning to evaluate the effectiveness of provision and identify areas for improvement.
- Apply appropriate learning challenges, personalised approaches and interventions to promote meaningful progress, while using training and professional learning to strengthen scaffolded classroom practice.
- Support students in developing skills, confidence and resilience by valuing their choices, encouraging decision-making and helping them work towards personally meaningful goals.

14. ASDAN - EMPOWERING STUDENTS THROUGH PERSONALIZED LEARNING

Every child is different, consequently the school has a developed diverse and inclusive curriculum that supports every learner to achieve their full potential by providing flexible and engaging programs. **ASDAN (the Award Scheme Development and Accreditation Network)** offer imaginative ways of developing, recording, and certifying student's personal achievements.

The ASDAN Life-Skills Challenge is offered to Students of Determination starting from Grade 5, often complementing IEP goals and focusing on the development of essential life skills. Gifted students also begin their participation in ASDAN short courses from Grade 5 and are mentored by ASDAN Mentors. These students complete the courses to receive certification, helping them develop key leadership and life skills.

The programs and qualifications will help our learners to develop skills for learning, work, and life. As a fully registered and accredited ASDAN Centre, school offers a wide range of courses and options to students in fitting with their learning needs. ASDAN programs and qualifications blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other personal and social skills, with emphasis on cooperation and rewarding achievement.

15. ASSESSMENT AND OUTCOMES

Assessment and its associated feedback are essential to student learning. Timely and appropriate identification and assessment are important factors in ensuring that appropriate intervention commences as soon as feasible.

- Assessment is continuous and happens at every stage routinely as an integral part of teaching and learning - Multiple Assessments, Subject Enrichments, Periodic Tests and Termly exams.
- Information from different kinds of assessment, i.e., attainment, CAT4, NGRT and ISA help in setting aspirational goals where appropriate.
- Self and peer assessment enables students to better understand assessment expectations and work towards improving their own performance.
- Student input is taken in developing IEP.
- Problem-based learning frequently involves elements of group work composed of students with mixed abilities, experiences, academic cultures and motivations.
- Modified assessment and accommodations are planned for level 2 and 3 students based on assessment reports and in coordination with HODs, Circle of Inclusion and IST members.
- The data is analysed to assess the progress.
- Progress of Students of Determination is monitored over time using evidence from a range of sources (lessons/continuous assessments/individual skill-based targets). Students are then withdrawn from Learning Center/LSA and are monitored for a given period before being weaned off.
- For Level 2 and 3 students on an Individualized Education Plan (IEP) or Behaviour Intervention Plan (BIP), progress will be tracked against the three goals set for them. This progress will be reviewed four times a year, with assessments conducted twice per term.
- The IEP/BIP goals will be SMART (Specific, Measurable, Aspirational, Relevant, and Time-bound) and will be rated as follows:

1. Exceeds Aspirational Target
2. Meets Aspirational Target
3. Working Towards Aspirational Target
4. Approaching Target
5. Does Not Meet Target

The progress of Level 1 and Level 2 students will be tracked using mainstream data to assess their overall progress and attainment within the general curriculum.

- Student work is reflected on the report card, showcasing the knowledge, skills, and understanding the student has gained. Teachers ensure that all forms of student output are thoroughly marked and constructive feedback is provided, outlining the next steps in learning to address gaps and promote further development of learning skills.

SCHOOL ASSESSMENT SYSTEM: The outcome of teacher assessment and internal processes, monitors and analyses student performance and provides information that signals the need for further assessment and screening. Fluctuation in student achievement level is monitored closely. Sustained periods of academic decline is identified and examined in order to remove any potential barriers to success.

Indicators of concern may include:

- significantly slower progress made by the student in comparison to the peers.
- failing to match or improve upon previous progress rates.
- wide gap in attainment when compared to same-aged peers.

Targeted pre-referral discussions with parents, student observations, and the analysis of behaviour and attendance patterns provide information to inform further assessment. Members of the inclusion support team such as the support teacher and the LoP/SENCo conduct these discussions and observations.

Names of internal psychometric assessments for Students of Determination for screening:

- Brown ADD
- Wechsler Adult Scale of Intelligence II (WASI II)

- Beck's Anxiety Inventory
- Wide Range Achievement Test-5 (WRAT-5)
- Beck Youth Inventory-2 (BYI-II)

DIAGNOSTIC (Baseline) ASSESSMENT

From an educational perspective, school-based diagnostic assessment helps teachers identify students' strengths, areas for development, existing knowledge and skills. The findings inform lesson planning, curriculum modifications and appropriate support, while helping teachers set realistic expectations for student learning and progress.

From a medical perspective, a diagnostic assessment is a formal and standardised process conducted by an appropriately qualified and licensed professional from an external agency. It evaluates a child's developmental and functional profile and identifies areas that may require further monitoring, intervention or support.

GUIDELINES FOR EXTERNAL ASSESSMENT

In-school evaluation

- Teachers or staff identify persistent learning or behavioural challenges that affect the student's engagement, participation or performance.
- The concern is discussed with the Leader of Provision/SENCo to review existing classroom accommodations and determine appropriate in-school assessment.
- The Leader of Provision/SENCo, in collaboration with teachers, support staff, pastoral and counselling teams, conducts structured observations and documents the student's needs using established frameworks.
- Parents and relevant staff are consulted to gather additional information, discuss assessment findings and agree on appropriate next steps.
- Enhanced support strategies are implemented based on the findings, with the student's response monitored through observations, data and staff feedback.
- Interim review meetings are conducted regularly to evaluate the effectiveness of interventions and determine whether further assessment is required.
- Where an external assessment is considered necessary, the school discusses its purpose and benefits with parents and obtains their consent. Parents are supported in selecting an appropriate external specialist based on the student's needs, with the final choice resting with the parents unless otherwise directed by KHDA or another government authority.
- The school collaborates with the external agency by facilitating observations and sharing relevant available information, with appropriate consent.
- Following the assessment, key staff review the external report and recommendations to develop an appropriate support plan.
- Parents are involved in reviewing the recommendations and providing input on the strategies to be implemented.
- The student's IEP or relevant support plan is updated to reflect recommended strategies, accommodations and targets.
- Staff receive appropriate guidance or training to implement any new strategies or techniques effectively.
- The impact of the updated provision is monitored through regular observations, data collection and feedback from teachers and support staff.
- Support plans are reviewed and adapted according to the student's progress, emerging needs and ongoing feedback, with all significant changes and their impact documented to inform future planning.

16. RECORD KEEPING

Students of Determination have individual digital case files, learning support log, updated SD record, and IEP Tracker which is regularly updated by the circle of inclusion to record all information about a student.

Students receiving individual support have an IEP, BIP or ISP, developed in consultation with the class teacher and shared with the student and the parents. Targets are linked to class-based individual goals where appropriate, with progress monitored regularly by the department, student and class teacher. IEP/ISP/BIP reviews with parents are conducted twice a year. Reports and assessments from external agencies are maintained confidentially, with teachers having access only to records of students they teach on a need-to-know basis. Relevant information from external reports is shared with teachers to support teaching and learning, and parental consent is obtained before any student information is shared with external agencies.

Medical Records

Some students have reports or records from medical and health professionals. The School Medical Officer shares relevant information with the appropriate staff, and teachers maintain the necessary records.

17. BEHAVIOUR INTERVENTION PLAN FOR SD

A Behaviour Intervention Plan (BIP) is used as a proactive action plan to address behaviour(s) that are impeding learning of the student or others. BIP first focuses on understanding 'why' the behaviour occurred and then focuses on teaching an alternative behaviour that meets the student's need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement and effective communication. BIP includes positive strategies, program modifications and supplementary aids to replace a student's challenging behaviour with positive behaviour in order to allow the child to be educated in the least restrictive environment. The BIP team comprises of the student, teachers in class, parent, IST, a counsellor, and section supervisor. While the school recognizes and understands that Students of Determination may exhibit behavioural challenges due to their barriers to learning, any behaviour that causes harm to another individual or violates the laws of the United Arab Emirates will be subject to the behaviour policy, just as it applies to all students. However, every effort will be made to support and intervene before resorting to disciplinary measures laid down as per the Behaviour Policy.

Student Self-Reflection form promotes self-regulation of choices, behaviours and feelings. This form is designed for students to reflect on their behaviour if they do not meet the guidelines as stated in the Behaviour Policy.

18. SELF-ADVOCACY AND SELF REGULATION SKILLS FOR STUDENTS WITH LEARNING DIFFICULTIES

Self-Advocacy

Students with additional needs are supported to develop self-advocacy, self-reflection and independent learning skills by understanding their strengths, needs and areas for development. They learn to communicate their learning needs, identify effective accommodations and work collaboratively with teachers to achieve their goals. IEP/BIP/ISP meetings provide opportunities for students and parents to reflect on learning needs, set appropriate support strategies and reinforce these at home.

Four Steps to Self-Advocacy

- Know your strengths - Helping students identify their strengths through reflective activities and discussions, empowering them to see their potential
- Be aware of your weaknesses - Supporting students in recognizing areas of difficulty without stigmatization, allowing them to approach these as opportunities for growth.
- Identify strategies to overcome those weaknesses - Encouraging the exploration of effective strategies and accommodations, such as the use of assistive technology, personalized resources, or modified teaching methods.
- Effectively communicate those needs to others - Training students to articulate their needs clearly, using role-play or structured conversations to build confidence.

To strengthen the development of self-advocacy skills, individual pullout sessions and group sessions led by inclusion specialists are integrated into the support framework for Students of Determination. These sessions focus on equipping students with reflective and communication strategies tailored to their unique needs. Inclusion specialists and teachers collaborate to embed self-advocacy practices within the classroom setting, ensuring that all students receive consistent reinforcement throughout their school day. Teachers are provided with professional development to confidently facilitate self-advocacy opportunities during regular lessons, helping students articulate their strengths, challenges, and accommodations as part of their everyday learning experience.

Self-advocacy goals are embedded into students' individual plans, enabling structured monitoring and progress tracking. Peer mentorship programs are implemented to provide students with relatable role models, fostering a supportive learning environment.

Self-Regulation

The ability to manage emotions, behaviour, and thoughts in pursuit of long-term goals is an important aspect of student wellbeing. Students are encouraged to set personal goals, monitor their progress, and use strategies such as mindfulness and self-reflection to manage their emotions and actions, particularly in challenging situations.

Steps for Supporting Self-Regulation:

- Goal Setting and Monitoring – Encouraging students to set realistic goals and track their progress to stay focused and motivated.
- Mindfulness Practices – Introducing techniques such as breathing exercises and meditation to help students manage stress and emotions through Switch4Schools.
- Reflective Journals – Allowing students to reflect on their behaviours and emotional responses to help them identify patterns and develop coping strategies.
- Regular Check-ins – Teachers and inclusion specialists will conduct regular check-ins with students to provide feedback on their self-regulation progress and adjust support as needed through Switch4Schools.

Together, **self-advocacy** and **self-regulation** equip Students of Determination with the tools they need to thrive academically, socially, and emotionally, promoting greater independence and success in their educational journey.

19. RESOURCING FOR INCLUSIVE EDUCATION

Inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education.

The school enhances the development of inclusive education through the following approaches:

- Employ a dedicated team of professionals working collaboratively to provide individualized support at no extra cost.
- Develop strategies in collaboration with all stakeholders.
- Listen to and involve all learners in planning and implementing.
- Identify, unlock and use resources in the community.
- Allocate resources to support the learning of all students.
- Listen to teachers, offer support, and offer relevant practical training.
- Develop and implement policy to respond to diversity and combat discrimination.
- Develop child-to-child and peer tutoring approaches.
- Create links with community organizations and programs.
- Develop whole school approach - joint responsibility and problem-solving.
- Provide specialist advice, support and educational services to students and families who experience barriers to learning.
- Develop and deliver individual educational plans in common learning environments.
- Support the identification of students who experience barriers to learning and assist in the development and provision of related interventions.
- Maintain data and other information about students who experience barriers to learning.

- Workshop.

Assistive Technology:

Achieve 3000 provides online differentiated instruction with the goal of improving reading comprehension. Students and teachers use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

Immersive Reader is an important tool that helps students by enhancing reading accessibility. It reads text aloud, breaks it into syllables, and offers translation and picture dictionary features, making written content more accessible for students with reading difficulties or language barriers.

Tablets are used to access written documents or materials, providing students with an alternative method of viewing and interacting with content when visual impairments are a barrier. The touch-screen interface and adjustable settings allow for a more personalized learning experience.

Thrive Program

The Circle of Inclusion has implemented 'Thrive Program' where counsellors teach students the knowledge, attitudes, and skills necessary for academic, career and social/emotional development. The work of school counsellor aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This character education program uniquely termed as 'Thrive Program' is executed during counsellor's productive proxy classes with students.

Social media, Character building, Academics, Responsibility, Financial literacy (SC(A)RF):

Vision: Create ardent individuals ready for college admissions

Mission: Enable the students to reach up to the full potential which will guide them in becoming independent and responsible individuals.

Purpose:

- Develop soft skills essential for high school students.
- Empower students with skills for college readiness.
- Instill qualities of being independent.
- Equip students to prepare a winning college application.

Student Wellbeing Request

The School supports students' personal, social, mental and academic development through individual and group counselling provided by qualified and trained counsellors. Student confidentiality is maintained, except where there are concerns about the safety of the student or others. Experts in the Circle of Happiness, Inclusion and Wellbeing support students in developing their interests, abilities, decision-making, conflict-resolution and other essential life skills. Targeted support also addresses challenges such as performance anxiety, low self-esteem and the impact of bullying. Students can access wellbeing support through the Student Wellbeing Request form on the student portal, with QR codes placed across the school for easy access.

20. STAFF PROFESSIONAL TRAINING

Targeted professional training and support for classroom teachers is a critical component of inclusive classrooms. The school governing body adequately allocates the budget to meet the needs for Students of Determination. Training sessions are conducted for teachers on identified topics to support classroom teachers with required skills and resources on identification, teaching strategies and behaviour management.

21. PARENT PARTNERSHIP: COMMUNICATION, SUPPORT & GUIDANCE TO PARENTS OF SDs

The school places parents at the center of its provision for students with learning differences. It takes innovative actions to remove barriers to communication with parents, including apt use of technology. Class teachers have an in-depth understanding of each student's needs which, when necessary, informs insightful and regular updates to parents. There is ongoing and effective cooperation among the school, teachers, and parents of students with additional learning needs, as appropriate in the interest of student through exchange of information, periodic reports, setting educational goals and participation in every step of the educational process. Parents and guardians are given the opportunity to be involved in many aspects of their child's education. Class teachers alongside Circle of Inclusion and Section Supervisors, have the responsibility to invite parents and guardians to discuss their child's progress, the targets their child is working towards, and the support their child is receiving.

- School provides parents with the information on programs for students with additional learning needs and creates positive relationships with the parents based on mutual trust and effective communication.
- Parents are notified of the dates for H2H sessions, assessments as related to the education of their children along with stating the purpose of such meetings.
- School provides parents with periodic reports on the performance of students in achieving the goals set for them in the educational plans.
- Parents are notified before any formal evaluation of the student, and before any change in the services provided.
- School encourages parents to participate and volunteer in students' or school's activities.
- School promotes strong relationships with the parents through Parent Focus Groups and H2H.
- Parents are aware of the categories and programs for Students of Determination.
- Parents give input while Counsellors and Special Educators develop IEP for their learner.
- Information provided or observed by school staff is kept confidential and only shared with individuals working with the student.
- Effective communication and correspondence are ensured with respect to the student and their role in the implementation of educational plans.
- Parents play an important role in the assessment process, and whilst medical assessments or diagnoses are not required for admission, they are expected to share any useful information about their child's needs and abilities. This includes providing the school with copies of any existing medical assessments, diagnoses and therapy reports.
- The school may use in-school assessment information to identify learning needs, barriers and appropriate support, but this information cannot be used to formally diagnose a student with a specific disorder, condition or disability. A formal medical, psychological or other specialist diagnosis can only be provided by an appropriately qualified and licensed professional.
- Parents may choose to obtain an external assessment or diagnostic report as part of the assessment and identification process. As a student progresses through school, relevant external assessment reports or supporting documentation may also be required to:
 - support applications for access arrangements and examination accommodations.
 - support applications for language exemptions, where applicable.
 - further investigate the nature, extent and underlying causes of identified barriers to learning.

Parents hold unique knowledge of their child's development and ability. Consequently, it is essential that they are engaged as a valued partner during the in-school assessment and identification process. This includes:

- holding discussions with parents about their child's developmental, educational and medical history.
- explaining the assessment and identification activities that will take place.
- informing parents of assessment outcomes and related identification indicators.
- exploring the options for providing further support for the child.
- On some occasions, the provision outlined within the IEP/BIP may require additional services which are not typically available as part of the standard school service for Students of Determination. In this situation, the school establishes an Individualized Service Agreement with parents. This agreement will:

- explain the reason why additional services are required.
- define the responsibilities that members of the school team, parents and others have in delivering these additional services.
- describe the arrangements to monitor and review the impact of these additional services.
- detail the amount to be charged to parents in order to purchase these additional services. The charge must represent the actual cost of the service/s.

The school provides part-time LSAs when the student's needs can be effectively managed with support during specific periods of the day. In these cases, the school works to gradually reduce the time and intensity of support as the student's needs are met through other interventions and strategies.

However, when the needs of a student are high-risk, severe, or require constant assistance throughout the school day, the school requests that parents cover the cost of a full-time LSA. The school works closely with the family to assess and plan for this arrangement, ensuring that both the school and parents are aligned in supporting the student's needs. The intention is to build a structured transition plan, where the full-time support may be gradually reduced as the student's independence and coping strategies improve over time. In instances where a part-time LSA is appropriate, the school will continue to assess and adjust the level of support based on the student's ongoing progress and evolving needs. The aim is always to provide the right level of support, with the ultimate goal of reducing dependency and promoting the student's autonomy.

- Parents have access to helpful guidance, training and support within school and this may be achieved through some or all of the following:
 - school's systems to promote parental engagement, such as surveys, support networks, information, parent talks, H2H etc.
 - dedicated learning review meetings.
 - individualized communication methods, such as emails, telecons or zoom meetings.
 - formal reports, including information about achievements within the curriculum and updates on the student's progress towards their personalized targets, including IEPs.
- School provides opportunities for parents and caregivers to better understand SEND through regular Parent Talks and resources.
- Term end meetings are held to review the progress made and is shared with parents.
- Parent feedback is collected through parent feedback form and collaborative interventions planned during case conference meetings.
- In exceptional circumstances, parents are supported in the application of special permissions from KHDA to cater to the needs of high need students. Parents approach school with required documents for exemption in Arabic and Hindi language and school supports their application to request regulatory authorities for approval.

22. PARENT REFERRAL FOR COUNSELLING SUPPORT

Parents who have concerns regarding their learner's behavioural, academic, developmental, or social-emotional issues complete an online parent referral form. This service is completely confidential and secure. Once completed, the referral form is accessed by the LoP for further action.

23. DEFINITIONS

The following definitions are informed by the **Dubai Inclusive Education Policy Framework (2017)**, the **Guide for Implementing the Categorisation System for Students of Determination**, and other relevant inclusive education guidance.

INCLUSIVE EDUCATION is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student

engagement and participation in an education program within a common learning environment with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion.

DISABILITY: 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 the result of an individual's interaction with society and is not an attribute of the person.

STUDENT OF DETERMINATION (SD): A student of determination is a student with a long-term physical, mental, intellectual, or sensory impairment, which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

TWICE EXCEPTIONAL students are gifted or talented in certain areas, like math or music, but who also have a learning or developmental challenge, like ADHD, dyslexia, or autism. The term "twice-exceptional," also referred to as "2e," is used to describe children who have the characteristics of gifted/talented students with the potential for high achievement and give evidence of one or more disabilities.

24. EVALUATION AND REVIEW

The policy is revised annually or whenever the regulatory bodies like MOE and DSIB make changes in the regulations.

25. REFERENCES

CBSE – Inclusion and Support for Students with Special Needs

[CBSE Guidelines for Children with Special Needs \(CwSN\) – 2024](#)

[CBSE Examination Facilities and Concessions for CwSN Students](#)

[CBSE Online Portal for Exemptions/Facilities for CwSN – Board Examinations 2026](#)

[CBSE Secondary School Curriculum – 2026–27](#)

Dubai – KHDA Inclusive Education

[Administrative Resolution No. \(15\) of 2026 – Inclusive Education](#)

[Dubai Inclusive Education Policy Framework](#)

[Directives and Guidelines for Inclusive Education](#)

[Implementing Inclusive Education: A Guide for Schools](#)

[Guide for Implementing the Categorisation System for Students of Determination](#)

External Assessment and Professional Reports

[Guidelines and Standards for the Use of External Assessment Reports for Students of Determination](#)

[FAQs – External Assessment Reports for Students of Determination](#)

Parent Resources

[Advocating for Inclusive Education – A Guide for Parents](#)

[KHDA Parent Guidance for Students of Determination](#)

[School–Home Provision: A Collaborative Approach to Distance Learning for Students of Determination](#)

School Policies

[Admission Policy](#)

[Child Protection and Safeguarding Policy](#)

[Student Code of Conduct Policy](#)

[Assessment Policy](#)

[School Wellbeing Policy](#)

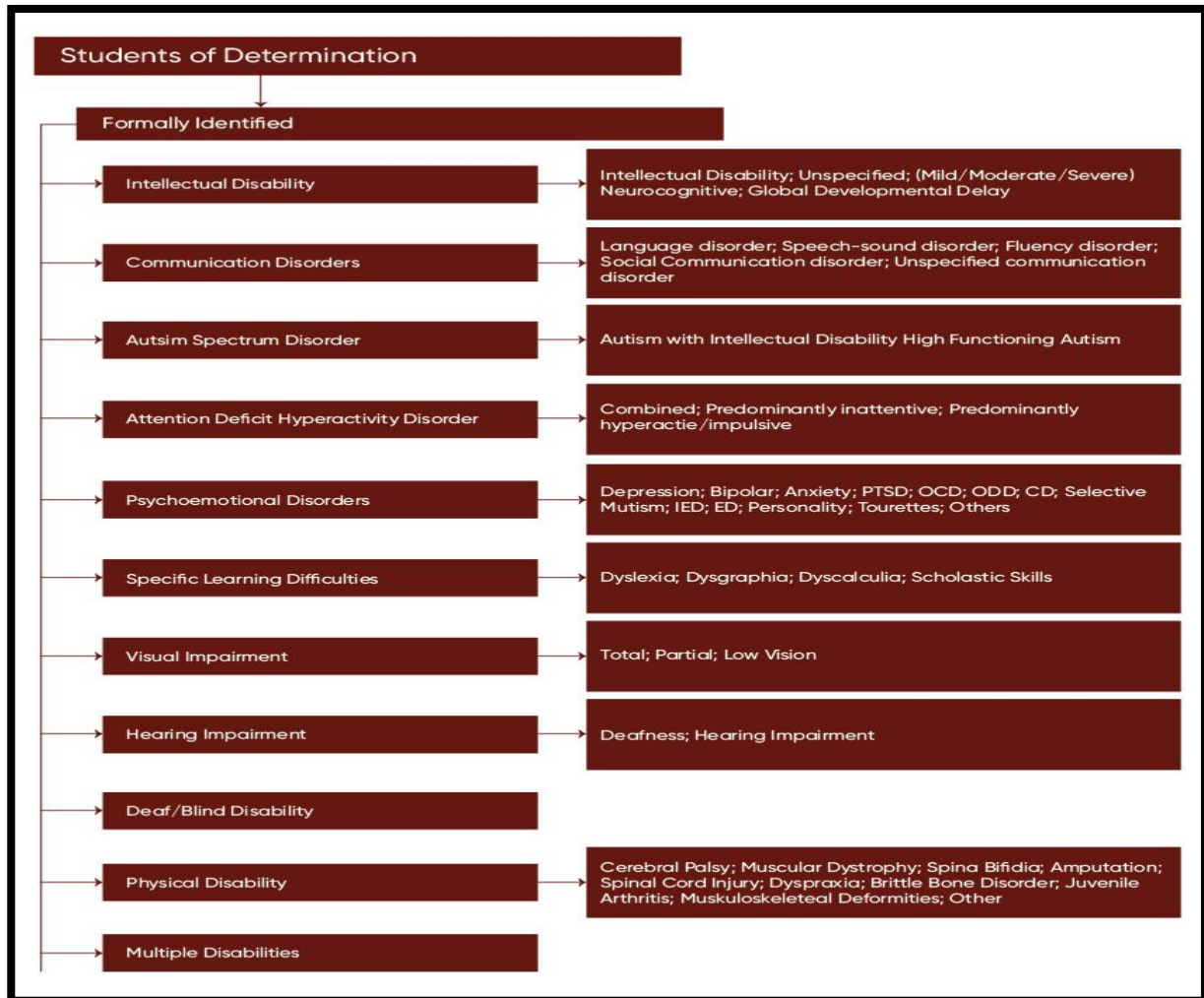
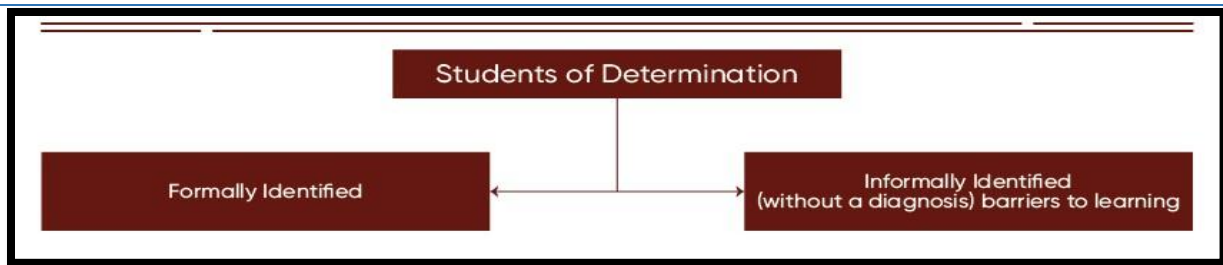
[Gifted and Talented Policy](#)

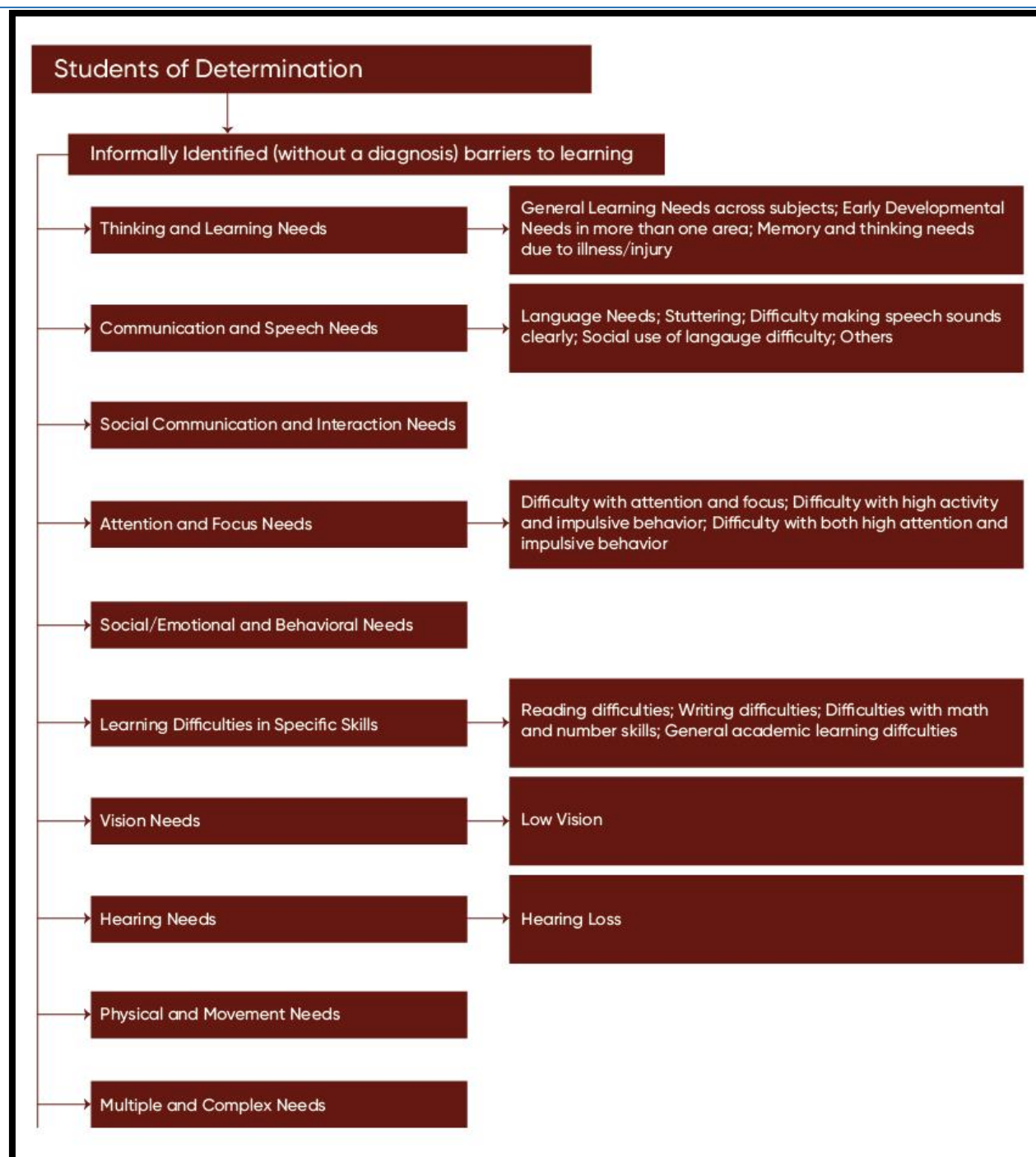
[Curriculum Review and Development Policy](#)

[Assessment Concessions and Modifications Policy](#)

26. APPENDICES

A. CATEGORISATION FRAMEWORK FOR STUDENTS OF DETERMINATION





27. EFFECTIVENESS AND REVISION DATES

This policy has been in effect since April 2014 as SEND policy and then revised in September 2018 as Inclusion Policy. The policy is reviewed annually and was last revised in October 2026.