

GEMS AKIS SCHOOL POLICIES

Inclusion Policy

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1. Vision

Our vision for inclusive education:

- As part of the GEMS overarching corporate mission:
‘To put a quality education within the reach of every learner no matter where they are’
- GEMS vision for inclusion:
‘To ensure all students have the right support and opportunities at the right time. So, they become resilient, happy and successful in their adult life’.
- To enable this GEMS will focus on 4 key priorities:
Education Excellence
Community and Friendship
Health and Wellbeing
Employment and Enterprise

2. Legislation and guidance

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

Dubai Law No. (2) 2014 ‘to protect the rights of People of Determination in the Emirate of Dubai’.

Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.

Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.

UAE Centennial 2071 Long Term Government Plan.

Abu Dhabi Economic Vision 2030.

Dubai Strategic Plan 2021.

The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

The UAE ‘School for All’: General rules for the Provision of Special Education Programmes and Services’ (2010) guidance.

The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).

Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).

The National Project for Inclusion for People of Determination.

Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).

‘My community: A City for Everyone’ initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.

Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.

The Dubai Universal Design Code (2017, Accessibility Code).

The Ministry of Education Strategic Plan 2017-2021.

The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.

Implementing Inclusive Education: A Guide for Schools (2017)

Directives and Guidelines for Inclusive Education (2020)

3. Definitions

'Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning.

Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community'. Dubai Inclusive Education Policy Framework, 2017, p.10.

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See glossary of terms.

Gifted and Talented- Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the school's procedures. See glossary of terms.

SEND- Special Educational Needs and/or Disabilities (e.g., a recognized disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD). The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder'. A student requires special education provision if they have a need arising from the impact of a disability or recognized disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

At AKIS we use certain abbreviations and terms within our inclusion department that are common terms used in inclusive education. These are:

- IEP: Individualized educational plan which aims to lay out the special education instruction, supports and services a student needs to thrive in school. The IEP is put together by the inclusion teachers and is based on the student's psychoeducational report.
- ALP: Advanced learning plan for gifted and talented students that aims to guide educational planning and challenge for G&T students

4. Roles and responsibilities

4.1 The Inclusion governor

The Inclusion governor Ms. **Catherine O Farrel**

- Help to raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this
- Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school

4.2 The Principal

The principal is **Ms. Ghadeer Abu-Shamat** (ghadeer.a_akn@gemsedu.com)

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school
- Have overall responsibility for the provision and progress of Students of Determination and those with SEN

4.3 Inclusion Champion

The inclusion champion is **Ms. Mai Yaghmour** (mai.y_akn@gemsedu.com)

Work with the Governor and the Principal to support the Head of Inclusion and Support Specialists.

4.3 The SEND coordinator

The Acting SEND coordinator is **Ms. Hala Zaidan** (hala.z_akn@gemsedu.com)

- Work with the Principal and Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies supporting students with SEN

- Ensure the school keeps the records of all students with SEN up to date
- Implement and maintain Individual Education Plans (IEPs) for students with SEN

4.4 Support or Specialist Teachers

The School Support or Specialist Teachers are:

Ms. Hala Zaidan (hala.z_akn@gemsedu.com); supporting students in Arabic and Islamic subjects across all levels and AKIS acting SENco.

Ms. Nicola Gamble (nicola.g_akn@gemsedu.com); inclusion teacher supporting our high school SEN students

Ms. Rania Maraqa (rania.m_akn@gemsedu.com); inclusion teacher supporting our middle school SEN students

Ms. Ayat Shehade (ayat.s_akn@gemsedu.com); inclusion teacher supporting our SEN students across KG – Grade 2

Ms. Masuma Jafri (masuma.j_akn@gemsedu.com); inclusion teacher supporting our SEN students across grades 3-5

Ms. Nafja Almutawa (nafja.a_akn@gemsedu.com); inclusion assistant teacher supporting students across grades 3-5 in Arabic and Islamic subjects

Ms. Fakhera Alblooshi (fakhera.a_akn@gemsedu.com); inclusion assistant teacher supporting students across grades KG – Grade 2

- Have day-to-day oversight for the specific provision made to support individual students with SEND
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Keep up to date records of all students with SEN on their caseload
- Implement Individual Education Plans (IEPs) strategies for students with SEN

Key roles of Support Teachers:

- **Observations of teaching and learning:** Initial class visits and a review of the students' profiles of needs will inform the process of setting mutual goals between the support teacher and classroom teacher. As trust builds and the professional partnership develops, the focus of these observations will become more targeted and be linked to specific outcomes.
- **Design IEPs for SEN students and ALPs for G&T students:** The IEPs are based on the student's psychoeducational report and the inclusion teacher's observations. Once IEPs are updated (by end of September at the latest), the inclusion teachers are to meet with parents for an IEP meeting to discuss the IEP. All meetings should be completed by mid-October at the Lates.
- **Sharing SEN students' info and IEPs with teachers:** Once IEPs are updated, they should all be shared with the relevant teachers. However, up until the IEPs are ready, inclusion teachers of each phase should share a list of all SEN students with a summary of their diagnoses and needs for support to ensure support is ongoing.
- Prepare termly progress reports 3 times per academic year to be shared with parents of SEN students in collaboration with the assessment department. These reports are to track the progress of the students IEP targets.
- **Collaborative review of student data:** Support teachers play a key role in modeling effective data literacy. Classroom teachers need to be able to analyze assessment information effectively to understand achievement potential, identify student needs and address any barriers to learning. The development of the teacher's ability to use formative assessment is

a key part of this process; it ensures that teachers can swiftly and effectively adjust their teaching in response to emerging needs within the classroom.

- **Co-planning:** The development of strategies to meet the learning needs of both students and teachers will be the focus of thoughtful collaborative planning. This will include identifying the most appropriate teaching strategies; intervention approaches; learning activities; assessment methods; learning outcomes; and collaborative approaches to ensure that all students become fully and actively engaged in the learning process.
- **Modeling:** An important part of the capacity building process is to provide models of expected practice within the context of the classroom. Engaging support teachers in co-planning with classroom teachers will enhance the impact of these strategies. A critical responsibility of the support teacher is to model strategies which promote effective student engagement and skillful teaching practice. Support teachers may also provide opportunities for the professional development of learning support assistants and give indications on how best to assist individual students.
- **Co-teaching:** Regular opportunities for co-teaching are essential to enable the continual refinement of inclusive teaching approaches. Such opportunities reduce student/teacher ratio, increase the opportunities to differentiate in response to student need, provide a shared experience of teaching challenges, enable direct professional feedback on the success of new strategies, and promote further learning-centered dialogue between the support teacher and classroom teacher.
- **Collaborative reflection:** The support teacher should regularly monitor and evaluate improvements in the teacher's practice, identify its effect on student learning and outcomes and select the focus for further development. This is important as it ensures that support is well-targeted and that success indicators are evidenced, shared and celebrated.
- **Gradual release of responsibility:** As the confidence of the classroom teacher grows and enhanced practices become embedded, the support teacher should gradually withdraw their professional support. A planned follow-up with a teacher may be agreed to review the retention of new practices and their impact on student learning. Classroom teachers who are able to refine their practices grow in confidence as professionals serve as important advocates of further professional development opportunities.

4.5 Teachers

Each Teacher is responsible for:

- The progress and development of every student in their class
- Incorporating elements of differentiation, modifications and accommodations into their lesson plans to ensure students are supported as per their needs as stated in their IEPs. This differentiation is expected to be consistently applied throughout the academic year to ensure students' progress and the removal of barriers to learning.
- Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Head of Inclusion and Support Teachers to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion policy

5. SEN information

5.1 SEN categories at AKIS

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

At AKIS identification can take place at different stages across the students' journey in school.

1. Initial referral

The students' parents can make initial referrals for enrolled students. At the time of admissions, the Admissions Officer may also suggest an initial referral after discussion with parents. Once an initial referral is made, the SENco or a designee assigned from the learning support team in collaboration with the parents conducts a series of observations and assessments to evaluate the student.

2. Student Support System (SSS)

We recognize the importance of identification as early as possible, followed by intervention for any student who may have special education needs. At AKIS, Student Support System (SSS) is adopted to identify students with SEND.

For enrolled students, teachers who identify learning and/or social challenges should notify their subject leaders and develop interventions within classroom setting (**Phase 1**). For the next 2 weeks, the student's performance will be monitored, if academic/behavioral progress has been noted, the intervention will continue. If no progress has been noted by the teacher, the correspondent phase principal will be informed, and a meeting should be held with the parents to create an Individualized Learning Plan (ILP) (**Phase 2**). The student's performance will be monitored for 2 weeks and reevaluated by the phase principal. If progress has been evident, the intervention shall continue with the support of the parents. If the student is not progressing, then the teacher shall fill in the Referral Form and share it with the Inclusion Coordinator (**Phase 3**). Then an observation will be conducted in class and/ or other settings based on the student's area of difficulty. The student will be assessed accordingly, and an intervention plan will be created. The intervention plan will be evaluated in 4 weeks, if progress had been achieved the support team will carry on with it. If not, a meeting with the parents will be held and the request for an external Psychoeducational assessment will be requested. Once the report is ready, the Committee of Special Education (CSE), which is chaired by the SENco meets to review the reports and decide on the level of support as below:

- **Level 1:** high quality teaching where teachers accommodate individual differences in ability, learning style and behavior, through effectively differentiated classroom practice.
- **Level 2:** Additional, specific and time limited intervention that is provided to students who are falling behind in the expected levels of performance.
- **Level 3:** Individualized and specialized provision, which is different from that provided to most other students of determination. This may include full-time support by a learning support assistant.

The CSE team determines what are the services, accommodations, and/or modifications the student needs. The strategies and intervention programs used to support the student are recorded within an Individual Education Plan (IEP). The IEP will show the agreed long-term and short-term targets, the teaching strategies, in addition to the suggested accommodations and adaptations designed based on the student's profile of need. The IEP team meeting consists of the SENco, parents, principals, class teachers, support teachers and LSA (if applicable). Teacher assistants (TAs) may be involved if necessary.

The IEP will also indicate the planned outcomes and allow space for the success and impact of strategies/activities and interventions to be recorded as a 'working document' and the date for the plan to be reviewed. In most cases, this review will be done on a termly basis.

The SEND team will coordinate with the Assistant Director of EAL & Literacy if a SEND student has a diagnosis or is under referral. This conversation may help to identify a child's dual support need or may help clarify that a child's data is caused by other factors. In these cases, through comprehensive analysis the EAL Department and SEND department will identify a student's English Language Proficiency Level and where required amend the students IEP to include information about their EAL support services.

3. External Agents

We are in collaboration with several external certified and licensed agencies in Dubai that provide various services for students with special education needs. These centers are diagnostic centers that we recommend to parents for a range of services that are not available in school and are essential for our students' progress. These services include speech and language therapy, occupational therapy, psychomotor therapy, physiotherapy, ABA therapy, in addition to psychotherapy.

In some cases, students are screened at school for speech and language disorders, communication disorders, occupational problems and learning difficulties in collaboration with specialists from external agencies. When a therapist from an external agency visits the school, the inclusion team informs the security team of the visitor's name and date/time of visit.

Our collaborations with these centers allow us to provide the best services for AKIS parents and students, by monitoring the sessions and ensuring the students are given what they need. This also helps us keep track of the students' progress and provides discounted rates for the parents to reduce the financial burdens.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the students and their parents when identifying whether they need SEN provision. This takes place during the admission process for new students and immediately after a student is identified as SEN by our inclusion team during the academic year. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Parents are aware of the IEP and understand the IEP goals
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are
- How parents can support at home

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher will work with the SENco and inclusion teachers to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The main point of reference for teachers is the IEP

Ongoing and final assessments are reviewed regularly by the teacher/subject teacher as well as the SEND coordinator.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting students moving between education settings and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Accommodations

Accommodations are adjustments to the environment setting, instruction or materials that allow a student with a SEND condition to access the content or complete assigned tasks. Accommodation does not alter what is being taught. Instead, accommodations allow students with SEND to pursue the same course of study as other students. Accommodations determined necessary are based on an individual child's needs related to his/her SEND condition and 'levels the playing field for students' (equity in education). Accommodations may change "how" a student learns but does not reduce learning expectations nor change "what" the student will learn. Accommodations can take different forms:

Presentation:

- Magnification devices (enlarged computer monitors).
- Large print (e.g., at least 18-point type).
- Tactile graphics (raised format for maps, illustrations).
- Reader.

- Audio recording (e.g., classroom directions, assignments).
- Spelling and grammar checking devices. o Visual organizers (highlighters, graph paper, color-coding).
- Graphic organizers (flowcharts, diagrams, mind maps).

Response:

- Customized keyboards.
- Scribe (to write as the student dictates).
- Touch screens.
- Speech to Text software (student voice is used for input).
- Braille keyboard.
- Calculator device (for math calculation, not reasoning).
- Books on tape (for students with visual impairments and low readers).
- Audio amplification devices (FM trainers to increase clarity of sound).
- Videotape and descriptive video.
- Screen reader (converts text to synthesized speech or Braille).
- Talking materials (calculators, talking clocks, timers).

Instructional strategies:

- Auditory cues (summarizing or repeating directions).
- Visual cues (printed copy of lessons given to the student such as notes, outlines, written instructions).
- Kinesthetic cues (students are given manipulatives, real life samples to view, touch, work with. They are encouraged to actually do/participate rather than listen or see in a picture or textbook).
- Role-playing
- Prompting, Scaffolding, Direct Instruction.

Timing/Scheduling:

- Change schedule or order of activities (using peak performance time if student is on medication, or if concentration is low at certain points of the day: move to schedule complicated classes first).
- Extended time (the IEP team determines exactly how much extra time a student should be given for class assignments, homework, projects, which are reasonable based on the disability). o Multiple or frequent breaks (assignments broken into segments or made shorter).

Setting/learning environment:

- Reducing distractions to other students (e.g., use of study carrels if the student needs to speak aloud or use noisy equipment).
- Reducing distractions to the student (e.g., putting students in front of the class).
- Change location to increase access (e.g., move place of instruction to near bathroom).
- Other adjustments (e.g., lighting, temperature or ventilation may need to be examined for students with visual impairments, health disabilities).

Modifications

Modifications change the curriculum or measurement of learning. These may include a reduced number of assignments or an alternative grading system. Modifications change “what” is learned and the content of the grade-specific curriculum, and thus, may potentially reduce learning expectations. We provide modified versions of assessments for some of our SEN students based on their needs. Teachers are expected to create 2 SEN modified versions of assessments and the inclusion team determines which version is assigned to which SEN student by sharing assessment lists with teachers and the phase leadership team.

5.7 Adaptations to the curriculum and learning environment

Adaption is a modification to the delivery of instructional methods and intended goals of student performance that does not change the core content. We make the following adaptations to ensure all students’ needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Differentiated activities
- Differentiated instructional materials
- Pacing adjustments for grade-level mastery
- Enrichment Activities
- Alternative internal assessments
- Modified/adapted assessments
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Our 5 specialist inclusion teachers are encouraged to deliver interventions such as Professional Development training for teachers in topics related to Learning Difficulties, Communication Disorders and Social-Emotional Difficulties. This was implemented in 2024 and received positive feedback from teachers.

Teaching assistants will support students in small groups when the task given needs direct support of an adult to perform the task as requested, when there are attention and/or behavioral difficulties in the group that need to be managed and redirected, or when adult assistance is needed due to learning difficulties issues. When a student has an LSA, the LSA carries out the 1:1 support in collaboration with the class teacher and inclusion teacher.

We work with the following agencies to provide support for students with SEN:

- Qudrability Center
- Hayati Health Center
- Lexicon Reading Center DMCC
- Talking Brains Center

For a full list of centers we are in collaboration with and their contact information, click [here](#).

5.9 Expertise and training of staff

We have a team of 6 specialist inclusion teachers including the SENco, a team of 26 learning support assistants and 2 inclusion assistant teachers who are trained to deliver SEN provision. The special inclusion teachers co-plan with classroom teachers to enable the continual refinement of inclusive teaching approaches. Although the LSAs are employed by the parents, they are still closely monitored by the inclusion team and given training for both SEN support and safeguarding by our inclusion team and safeguarding leads respectively.

Our inclusion team carries out PD sessions for teachers on the latest inclusive education strategies and needs. In addition, we encourage our inclusion team members to attend at least 1 externally provided PD session and complete 2 online courses related to SEN on The National College website.

5.10 Securing SEN Support, Equipment and Facilities

At AKIS, our students' health and safety are considered our highest priority. We ensure our students feel secure and cared for, to be able to learn and flourish in a safe and enriching environment.

All the school facilities are accessible for students with physical disabilities or in wheelchairs, also evacuation chairs are present, and a trained evacuation team is ready to support at any moment.

When it comes to supporting our students on an educational and/or behavioral level, we provide observations and informal screening tests to help parents choose the right support path for their children. When a formal diagnosis is needed, we provide parents with a list of centers that we have certain collaborations with, assist in choosing the right service by liaison between both parties and provide discounted services to AKIS parents.

If the report recommends the presence of a qualified Learning Support Assistance (LSA), we give the parents the flexibility to choose and negotiate the terms with the LSA, as it has to be funded by the parents. We assist them by providing resumes of qualified candidates and interviewing them to match the right candidate to the right student based on their experience and the support needed.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Completing an Inclusive Education Improvement Plan
- Reviewing students' individual progress towards their goals each semester
- Reviewing the impact of interventions after 2-3 weeks
- Monitoring by the SENco
- Using provision maps to measure progress
- Holding biannual reviews for students with IEPs
- Monthly meetings between the SENco and the phase principal
- Weekly meetings of the inclusion team (teachers and SENco)
- Open communication daily between the SENco and the inclusion champion

5.12 Enabling Students with SEN to engage in all extra-curricular activities

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of all school activities, including morning assembly, sports days, STEAM and TEDx events
- Students with SEN are advised to join clubs to promote teamwork/building friendships, such as the breakfast club
- We have a zero-tolerance approach to bullying.
- Our counselors work very closely with the inclusion team to support students when it comes to their wellbeing

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, then to the SENco. If the complaint isn't resolved it shall be addressed to the Phase Principal. The principal will then meet with the SENco to address the concerns and put into place an action plan if needed.

6. Monitoring arrangements

This Inclusion Policy will be reviewed by the SENco/inclusion champion **every academic year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behavior
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding
- Bullying
- The inclusion handbook

8. Appendix A

The United Nations Convention on the Rights of Persons with Disabilities	https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html
Federal Law (29) 2006 and 2009	<p>https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p>
Dubai Law 2014 (no. 2)	<p>https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf</p> <p>Concerning Protection of the rights of persons of determination in the Emirate of Dubai</p>
Executive Council Resolution No. (2) of 2017-Regulating Private Schools in the Emirate of Dubai	<p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf</p> <p>Regulations for Private Schools in Dubai</p>
	Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
	Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
	Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
	Article 13 (19) provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;
	Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
The National Project for Inclusion for People of Determination (2008)	https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination

UAE School for All: General rules for the provision of special education programmes and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf
My community: A City for Everyone Initiative (2013)	https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx Aims to turn Dubai into a fully inclusive and friendly city for People of Determination
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	https://government.ae/information-and-services/education/education-for-people-with-special-needs
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	https://www.khda.gov.ae/cms/webparts/texteditor/documents/EdEducation_Policy_En.pdf Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.
The Dubai Universal Design Code (2017, Accessibility Code)	https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021

The Dubai Plan 2021	https://www.dubaipplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection
UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071

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