

# 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.’

- GEMS vision for inclusive education:

‘To achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel valued for their contributions, engage purposefully in learning, and experience academic, cultural, social and emotional success in a common learning environment’.

## 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 (2019)

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/ GEMS Genius - Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the school's GEMS Genius procedures. See glossary of terms. At GEMS, gifted and talented students are listed as part of the GEMS Genius program.

SoD- Student of determination with special educational needs and/or Disabilities (e.g., a recognized disability, impairment and/or learning difference), with or without a formal diagnosis. These learners are known in GEMS as Students of Determination (SoD). 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.
- ICP: Individualized challenge pathway for gifted and talented students that aims to guide educational planning and challenge for GEMS Genius 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 Dr. **Ghadeer Abu-Shamat** ([ghadeer.a\\_akn@gemsedu.com](mailto: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 SOD

#### 4.3 Inclusion Champion

The inclusion champion is associate principal **Ms. Mai Yaghmour** ([mai.y\\_akn@gemsedu.com](mailto:mai.y_akn@gemsedu.com)), supported by **Ms. Muna Hajir**, Elementary assistant principal ([muna.h4\\_akn@gemsedu.com](mailto:muna.h4_akn@gemsedu.com)).

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

#### 4.4 The Head of Inclusion

The head of inclusion at AKIS is **Ms. Hala Zaidan** ([hala.z\\_akn@gemsedu.com](mailto:hala.z_akn@gemsedu.com))

- Work with the Principal, Senior Leadership Team, and Inclusion Governor to lead the strategic vision, development, and implementation of the school's Inclusion Policy in line with KHDA and UAE Inclusive Education Framework expectations.
- Provide whole-school leadership for inclusion, ensuring consistent and effective implementation of the graduated approach to support across all phases.
- Oversee the identification, provision, and monitoring of Students of Determination, ensuring access to high-quality teaching, appropriate accommodations, and targeted interventions.
- Lead and quality-assure Individual Education Plans (IEPs), ensuring they are purposeful, measurable, and reviewed regularly for impact.
- Communicate proactively and effectively with parents, ensuring they are informed, consulted, and actively involved in decisions related to their child's support, provision, and progress.
- Provide professional guidance, coaching, and CPD for staff to strengthen inclusive classroom practice and build internal capacity.
- Liaise strategically with external agencies, therapists, and regulators to ensure compliance, coordinated support, and effective partnership working.
- Ensure accurate record-keeping, data tracking, and reporting for Students of Determination, in line with KHDA, MoE, and internal requirements.
- Monitor the impact of inclusion provision, using data and evidence to inform decision-making, resourcing, and continuous improvement.

#### 4.5 The SEND coordinators

The SEND coordinators are **Ms. Allaa Gawish-Lasheen** (k-5 SENDCo) and **Ms. Rania Maraqa** (Acting 6-12 SENDCo)

- Work with the Head of Inclusion, and Inclusion champion to support the implementation and ongoing development of the school's Inclusion Policy and provision for Students of Determination (SoD).
- Have day-to-day operational responsibility for coordinating support and provision for Students of Determination.
- Provide professional guidance and support to teachers, and work collaboratively with staff, parents, and relevant professionals to ensure Students of Determination receive appropriate support and high-quality teaching.
- Support the implementation of the graduated approach to provision, advising staff on strategies, interventions, and reasonable accommodations for Students of Determination.
- Act as a key point of contact for parents of Students of Determination, ensuring regular communication and effective partnership working.
- Liaise with external agencies and specialists involved in supporting Students of Determination.
- Ensure that records for Students of Determination (including IEPs and related documentation) are accurate, up to date, and maintained in line with school and KHDA requirements.
- Coordinate the development, implementation, and review of Individual Education Plans (IEPs) in collaboration with teachers, parents, and the Inclusion Team.

#### 4.6 Support or Specialist Teachers

The School Support or Specialist Teachers are:

**Ms. Hala Zaidan** ([hala.z\\_akn@gemsedu.com](mailto:hala.z_akn@gemsedu.com)); supporting students in Arabic and Islamic subjects across all levels and AKIS acting head of inclusion.

**Ms. Nicola Gamble** ([nicola.g\\_akn@gemsedu.com](mailto:nicola.g_akn@gemsedu.com)); inclusion teacher supporting our high school SoD students

**Ms. Rania Maraqa** ([rania.m\\_akn@gemsedu.com](mailto:rania.m_akn@gemsedu.com)); inclusion teacher supporting our middle school SoD students and AKIS acting SENDCo 6-12

**Ms. Allaa Gawish-Lasheen** ([allaa.l\\_akn@gemsedu.com](mailto:allaa.l_akn@gemsedu.com)); inclusion teacher supporting our SoD students across Grade 3-5 and SENDCo K-5

**Ms. Nada Hannoun** ([nada.h\\_akn@gemsedu.com](mailto:nada.h_akn@gemsedu.com)); inclusion teacher supporting our SoD students across grade 2-5

**Ms. Masuma Jafri** ([masuma.j\\_akn@gemsedu.com](mailto:masuma.j_akn@gemsedu.com)); inclusion teacher supporting our SoD students across grades KG-1

**Ms. Nafja Almutawa** ([nafja.a\\_akn@gemsedu.com](mailto:nafja.a_akn@gemsedu.com)); inclusion assistant teacher supporting students across grades 3-5 in Arabic and Islamic subjects

- Have day-to-day oversight of the specific provision and interventions in place to support individual Students of Determination (SoD).
- Work collaboratively with class teachers, parents, the Inclusion Team, and external professionals to ensure Students of Determination receive appropriate support and high-quality teaching.
- Maintain accurate and up-to-date records for Students of Determination on their caseload, in line with school and KHDA requirements.
- Support the implementation of Individual Education Plans (IEPs) by delivering agreed strategies, accommodations, and targeted interventions for Students of Determination.

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 SOD 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 latest.
- **Sharing SOD 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 SOD 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 SOD 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.

#### 4.7 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. SoD Provision & Procedures

### 5.1 Admissions of Students of Determination (SoD)

In line with the school's Admissions Policy and its commitment to inclusive education, GEMS Al Khaleej International School welcomes applications from Students of Determination (SoD). Parents are required to declare any identified special educational needs or disabilities at the point of application and provide relevant supporting documentation.

The school reviews all available information, including psychoeducational or medical reports, and may conduct observations or internal assessments to determine whether the school can reasonably meet the student's needs within the common learning environment. Consideration is given to the school's current capacity, including existing provision within the year group, to ensure that the learning environment remains supportive and appropriate for all students.

In some cases, an application may be placed on a waiting list or the school may be unable to offer a place if the required level of support cannot be adequately provided, including where the school does not have the resources to meet the specific needs of the student, or if capacity within the year group has been reached. These decisions are made to ensure that provision remains effective and in the best interests of Students of Determination. Parents are informed clearly and transparently following review by the Inclusion Team.

Admission decisions are made collaboratively by the Admissions Team, Senior Leadership Team, and Inclusion Team, in line with the KHDA Inclusive Education Framework. Where appropriate, reasonable accommodations and support provisions are identified prior to enrolment, and parents are consulted regarding the level of support required.

### 5.2 SoD categories at AKIS

Our school currently provides additional and/or different provision for a range of needs including, but not limited to:

- **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, physical and Medical needs**, for example, visual impairments, hearing impairments, epilepsy, Cerebral Palsy

We have updated our SoD register and provisions to align with the newly released KHDA document “Guide for Implementing the Categorization System for Students of Determination” for students of determination who are both formally and informally diagnosed.

### 5.3 Identifying students with SOD and assessing their needs

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

#### 5.3.1 Initial referral - Admissions

The students’ parents can make initial referrals for newly enrolled students while completing the admission form. At the time of admissions, the Admissions Officer may also suggest an initial referral after discussion with parents if the parent has checked the box for “yes, my child has special education needs”. Once an initial referral is made, the SENco, SLT or a designee assigned from the learning support team in collaboration with the parents conduct a series of observations and assessments to evaluate the student. If the student has an external assessment (such as a psychoeducational report) from a licensed center in the UAE, we request a copy of the report and if the student doesn’t have a report we highly recommend that the parents obtain one to gain more professional insight into the specific needs of the child, and so that we can work in partnership with therapists to provide the best possible care and support for the student. Guidelines for external assessments are shared with the parents in the form of the newly released document by KHDA titled “Understanding external assessments for students of determination; a guide for parents” which is also available as an appendix to this policy.

#### 5.3.2 Student Support System (SSS)

AKIS operates a Student Support System (SSS) to ensure early identification, timely intervention, and effective support for students who experience barriers to learning. The SSS is a collaborative framework involving teachers, parents, the Inclusion Team, and school leadership, and is aligned with the Graduated Response approach (Universal, Targeted, and Complex support). The school’s Graduated Response Flowchart, which outlines this process visually, is included in the Appendices of this policy.

#### Universal Support – Step 1 (Level 1)

Initial concerns regarding a student’s academic, social, emotional, or behavioral progress may be raised by either the teacher or the parent/carer. At this stage, the teacher and parent/carer meet to discuss concerns and jointly complete the Quick Checker from the Sparkling GEMS Toolkit. Together, they reflect on Universal Barriers to Learning, using the Sparkling GEMS Handbook and Toolkit to identify areas of need.

The teacher may complete additional classroom-based assessments or checklists related to the identified concerns and implement targeted high-quality teaching strategies to address gaps in learning. These

strategies are selected from the Universal Provision: Barriers and Strategies guidance within the Sparkling GEMS Handbook. Where appropriate, a Pupil Passport and Universal Barriers and Strategies Record may be created to support consistency.

Progress is monitored through ongoing assessment and observation. If satisfactory progress is evident, strategies continue as part of high-quality classroom practice. If concerns persist, the student moves to Targeted Support.

### **Targeted Support – Step 2 (Level 2)**

Where concerns continue despite effective universal provision, the student moves to Targeted Support. At this stage, the teacher, parent/carer, and Head of Inclusion (HoI) work collaboratively to complete an APDR (Assess–Plan–Do–Review) cycle, captured on an APDR form. Targeted outcomes and provision are agreed, drawing on the whole-school provision map and Inclusion Support strategies outlined in the Sparkling GEMS Toolkit.

Targeted support is implemented for a defined period and reviewed regularly. Parents remain actively involved throughout the process. If satisfactory progress is evident, targeted support may continue through a further APDR cycle or be stepped down to universal classroom adaptations where concerns have reduced.

Where progress remains limited, the Head of Inclusion may undertake additional diagnostic assessment to further develop the student's learning profile. The teacher, parent/carer, and student (where appropriate) meet to agree on refined outcomes and targeted provision, supported by a further APDR cycle. The Pupil Passport and APDR documentation are updated accordingly. Where appropriate, guidance from external services may be sought to inform next steps. APDR cycles at this stage are reviewed at least termly. The inclusion team will create an excellence pathway pupil profile for the student at this stage.

### **Complex / High Needs Support – Step 3 (Level 3)**

If a student does not make sufficient progress despite sustained and purposeful targeted intervention, and where the school has taken relevant and appropriate action to identify, assess, and meet the student's needs (in line with KHDA Inclusive Education Regulatory Guidance), the student may move to Complex Support.

At this stage, the teacher, Head of Inclusion/SENDCo, school leadership, parents, and the student (where appropriate) continue to work in partnership through ongoing APDR cycles. Decisions regarding outcomes, provision, and next steps are made collaboratively and may include consideration of individualized provision, specialist support, or alternative pathways, where appropriate and in the best interests of the student.

An Individual Education Plan (IEP) is developed for students receiving complex support, outlining personalized targets, accommodations, and specialist provision. Progress is reviewed regularly, and parents remain central partners in monitoring impact and decision-making.

### **5.3.3 External Agency Involvement**

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, but are not limited to, 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 and ensures that parents are fully aware of the visit and have given consent.

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

#### **5.4 Consulting and involving pupils and parents**

AKIS places strong emphasis on meaningful consultation and partnership with students and parents throughout the identification, planning, and review of support for Students of Determination (SoD). Engagement with parents and students begins as early as possible and continues throughout the student's time at school.

For new students, discussions take place during the admissions process. For enrolled students, consultation occurs as soon as a potential need is identified by the class teacher or Inclusion Team. These discussions ensure that all parties develop a shared understanding of the student's strengths, needs, and barriers to learning, and that parental views and concerns are fully considered.

Through these consultations:

- parents are informed about the graduated response and the support being considered or provided
- the purpose, targets, and outcomes of any Individual Education Plan (IEP), where applicable, are clearly explained
- expectations and next steps are agreed collaboratively
- guidance is shared on how parents can support learning and wellbeing at home

Students are involved in discussions in an age-appropriate manner, where appropriate, to promote student voice, independence, and ownership of learning.

Records of meetings and agreed actions are shared with parents, and minutes of meetings are provided to ensure clarity and transparency. Parents are formally notified when a decision is made for a student to receive SoD support, and ongoing communication is maintained through regular reviews and progress updates.

#### **5.5 Assessing and reviewing pupils' progress towards outcomes**

AKIS follows the graduated approach and the four-part Assess–Plan–Do–Review (APDR) cycle to ensure that support for Students of Determination (SoD) is responsive, evidence-based, and effective.

Teachers work collaboratively with the Head of Inclusion/SENDCo and Inclusion Teachers to carry out a clear and holistic analysis of each student's needs. This analysis is informed by a range of evidence, including:

- the teacher's ongoing assessment and professional judgement based on daily interaction with the student

- the student's previous academic progress, attendance, and behavior records
- assessments and observations from other teachers or specialists, where relevant
- the student's development in comparison with age-related expectations and available national or standardized data
- the views, insights, and experiences shared by parents
- the student's own views and voice, where appropriate
- advice and recommendations from external professionals, when applicable

For students receiving complex support, the Individual Education Plan (IEP) is the key document used to record targets, provision, and agreed outcomes. Progress towards IEP targets is monitored on an ongoing basis by class teachers and Inclusion staff and reviewed regularly by the SENDCo/Head of Inclusion.

All staff working with the student are made aware of the student's needs, the outcomes being targeted, and the strategies, accommodations, or approaches required. The effectiveness of support and interventions is reviewed regularly, and adjustments are made where necessary to ensure continued progress.

The Inclusion Team formally shares IEP Progress Reports at the end of each academic term. These reports clearly indicate whether each IEP target has been met, partially met, or not met, and include a summary of the student's strengths, areas for development, and recommended strategies for support at home. Parents are notified by email when IEP Progress Reports have been issued, and meetings are scheduled as required to discuss progress and next steps.

## 5.6 Supporting students moving between education settings and preparing for adulthood

AKIS recognizes the importance of effective transition planning for Students of Determination (SoD) when moving between educational settings or preparing for the next stage of their education. The school works in partnership with parents and students to ensure that transitions are well planned, supportive, and responsive to individual needs.

Relevant information is shared with the receiving school, college, or educational setting to support continuity of learning and provision. The nature and scope of information shared are agreed in consultation with parents and, where appropriate, the student, in line with data protection and safeguarding requirements.

This approach ensures that transitions are managed sensitively and that students are appropriately supported to progress confidently to the next stage of their educational journey.

## 5.7 Our approach to teaching students with SOD

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 SOD. 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, complete assigned tasks and remove barriers to learning. Accommodations do 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 tools.
- Audio recording (e.g., classroom directions, assignments).
- Spelling and grammar checking devices.
- 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).
- 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 SOD students based on their needs. Teachers are expected to create at least 3 SOD modified versions of assessments and the inclusion team determines which version is assigned to which SOD student by sharing assessment lists with teachers and the phase leadership team. Further versions of assessments are designed based on students' needs.

#### **5.8 Adaptations to the curriculum and learning environment**

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

## 5.9 Additional support for learning (LSAs and external specialist support)

AKIS recognizes that, for some Students of Determination (SoD), support provided through high-quality classroom teaching, targeted intervention, and Inclusion Team provision may require additional reinforcement to ensure effective access to learning.

Where appropriate, Learning Support Assistants (LSAs) may be allocated to support students whose needs cannot be sufficiently met through push-in and pull-out inclusion support alone. LSAs work under the direction of the class teacher and Inclusion Team and in collaboration with subject teachers to support access, engagement, regulation, and independence. The role of the LSA is to facilitate learning and promote increasing independence, rather than replace teacher instruction.

In line with school policy, LSAs are appointed and funded by parents where this level of support is identified as necessary. The school may provide recommendations and guidance to support parents in identifying an appropriate LSA, and works closely with parents to ensure that the LSA's role and responsibilities align with the student's needs and the school's inclusion practices. All LSAs must read and sign the "safe handling agreement" in the case that they might need to physically remove the student from any self-inflicted harm and matters of health and safety.

In cases where a student's needs require support beyond the expertise or scope of the school's Inclusion Team, the school may recommend collaboration with external specialists or centres, in consultation with parents and in line with KHDA guidance. This may include therapeutic or specialist interventions delivered outside of school, with relevant information shared (with parental consent) to support consistency between school-based provision and external support.

The allocation of LSAs and engagement with external specialists are regularly reviewed to ensure that support remains appropriate, effective, and in the best interests of the student.

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

- Qudrability Center
- Himma Physical Medicine and Rehabilitation 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](#).

## 5.10 Expertise and training of staff

We have a team of 7 specialist inclusion teachers including the head of inclusion and SENco, and 2 inclusion assistant teachers who are trained to deliver SOD provision. The special inclusion teachers co-plan with classroom teachers to enable the continual refinement of inclusive teaching approaches. We also have a team of 47 LSAs, and although the LSAs are employed by the parents, they are still closely monitored by the inclusion team and given training for both SoD support and safeguarding by our inclusion team and safeguarding leads respectively.

Our inclusion team delivers 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 SOD on The National College website every academic year.

### **5.11 Securing SOD 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 are in collaboration with, assist in choosing the right service by liaising between both parties.

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 the LSA is employed 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.

### **5.12 Evaluating the effectiveness of SOD provision**

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

- Completing an Inclusive Education Improvement Plan
- Reviewing students' individual progress towards their IEP goals each semester
- Reviewing the impact of interventions after 2-4 weeks
- Analyzing data from internal and external assessments
- Monitoring by the head of inclusion and SENco
- Using provision maps to measure progress
- Biweekly meetings between the head of inclusion and the phase principals
- Weekly meetings of the inclusion team (inclusion teachers and head of inclusion)
- Open communication between the head of inclusion and the inclusion champion

### **5.13 Enabling Students with SOD 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 SOD status or disability.

### **5.14 Support for improving emotional and social development**

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

- Students of determination are encouraged to be part of the school council
- Students of determination are also encouraged to be part of all school activities, including morning assembly, sports days, STEAM and TEDx events
- Students of determination 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
- We celebrate neurodiversity during neurodiversity week across the school to spread a strong sense of belonging and equity across our school community

### **5.15 Additional Inclusion Support Provision and Fees**

Where a student is identified as requiring Level 3 support, in line with the school's graduated response to intervention, and does not have a dedicated Learning Support Assistant (LSA), the school may provide an enhanced level of support through the Inclusion Team, based on the student's identified needs.

In such cases, an additional annual fee of AED 10,000 will be applied to cover the cost of increased provision, including additional push-in and pull-out sessions, targeted interventions, and enhanced monitoring, required to support the student's access to learning within the school setting.

Parents are formally informed in writing and consulted prior to the application of any additional inclusion support fees, following identification of need and agreement on the level of provision required. This fee is charged annually and reviewed annually, in accordance with this policy and the student's ongoing needs.

### **5.16 Complaints about SoD provision**

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

## **6. Monitoring arrangements**

This Inclusion Policy will be reviewed by the head of inclusion and inclusion champion every academic year. It will also be updated if any changes to the information in the policy are made during the year.

It will be approved by the SLT.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behavior policy
- Supporting pupils with medical conditions
- Safeguarding policy
- Anti Bullying policy
- Admission policy
- Inclusion Assessment Policy
- RTI (Response to Intervention) Policy
- GEMS Sparkling documents

- Graduated Response Flow chart
- Safe handling Agreement

## 8. Appendix A

The United Nations Convention on the Rights of Persons with Disabilities	<a href="https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html">https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</a>
Federal Law (29) 2006 and 2009	<a href="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">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</a>  Guarantees a person of determination access to equal opportunities of education within all educational institutions
Dubai Law 2014 (no. 2)	<a href="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">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</a>  Concerning Protection of the rights of persons of determination in the Emirate of Dubai
Executive Council Resolution No. (2) of 2017-Regulating Private Schools in the Emirate of Dubai	<a href="https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf">https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf</a>  Regulations for Private Schools in Dubai
	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)	<a href="https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination">https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination</a>
UAE School for All: General rules for the provision of special education programmes and services guidance (2010)	<a href="https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrul_esEn.pdf">https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrul_esEn.pdf</a>
My community: A City for Everyone Initiative (2013)	<a href="https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx">https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx</a> 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)	<a href="https://government.ae/information-and-services/education/education-for-people-with-special-needs">https://government.ae/information-and-services/education/education-for-people-with-special-needs</a>
The National Policy for Empowering People of Determination (2017)	<a href="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">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</a> Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	<a href="https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf">https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf</a> 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)	<a href="https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf">https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf</a> Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	<a href="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">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</a>

The Ministry of Education Strategic Plan 2017-2021	<a href="https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/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</a>
The Dubai Plan 2021	<a href="https://www.dubaiplan2021.ae/dubai-plan-2021/">https://www.dubaiplan2021.ae/dubai-plan-2021/</a>  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	<a href="https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071">https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071</a>