



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Inclusion Policy for Students of Determination

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Inclusion	
Date of review	Nov 2023
Date of next review	Sept 2024



Aims and Implementation

Dubai British School EH upholds the Dubai Inclusive Education Policy Framework (2017) and Executive Council Resolution No. (2) of 2017 by aiming to provide all students¹ with the opportunity to achieve their best academically, emotionally, and socially through:

- a) Providing high quality learning to enable the acquisition of skills, knowledge, and concepts relevant to their future.
- b) Promoting an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.
- c) Enabling students to become active, responsible, and caring members of the school and wider international community.

“The law provides for equal care, rights and opportunities for people of determination in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.”²

All leaders and teachers work towards these aims by:

- a) Promoting high quality learning opportunities by planning lessons that enable students to achieve their highest potential;
- b) Providing high quality curriculum design that meets the individualised learning needs of each student;
- c) Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning;
- d) Promoting an effective partnership that supports parents/carers and the wider community as partners in the students’ learning experiences; Promoting the Taaleem Core Values:
 - I. Pioneering – Challenge the norm. Visionary, Authentic, Aspirational, Focused
 - II. Professional – Attract and retain the best people. Insightful, Diverse, Distinctive, Excellence, Creative
 - III. Nurturing – Put students first. Inclusive, Holistic, Respectful, Compassionate, Communicative
 - IV. Spirited – Have a passion for life. Courageous, Determined, Engaging, Adaptable

¹ As defined by Article 13 (16)

² Federal Law No. (29) of 2006 Concerning the Rights of People of Determination

A. Inclusion Policy Introduction

“Ensuring that individuals with special needs have equal access to a quality inclusive education is a priority for all members of society and requires that government authorities unite in our efforts to utilize our resources to meet the educational needs of individuals with special needs³.”

- a) Dubai is “committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs.⁴”
- b) Successful inclusion should result in every student feeling safe, confident and happy at school. Successful inclusion should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities⁵.
- c) Successful inclusion promotes the students’ beliefs in themselves as a learner and valued member of our school community.
- d) Successful inclusive provision at Dubai British School EH is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students⁶.

B. Meeting Diverse Needs: Rights of People of Determination. ⁷

At Dubai British School EH, we recognise that in order to achieve goals we must actively seek to recognise and meet the very diverse needs of our students by:

- a) Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities, they are offered.
- b) Tracking each student’s academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- c) Correctly identifying and then seeking to overcome potential barriers to students’ learning or their full participation in school life. The school is committed to providing high quality Alternative Curriculum Pathways (ASDAN and BTEC) with blended learning opportunities available to students.
- d) Developing and deploying our resources to best reflect the various levels of need experienced by students.

³ Hameed Mohammed Al Qatamy, Minister of Education. Schools for All. Page 7

⁴ KHDA 7 Years on..Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19

⁵ Article 23 (4)

⁶ Articles 13 (17) and (19)

⁷ Aligned to Law No. (2) of 2014 Concerning Protection of the Rights of People of Determination in the Emirate of Dubai

- e) Taking care to ensure that vulnerable students, including those with identified additional needs or Students of Determination are appropriately supported.
- f) Sharing any concerns we may have regarding a student with their parents or carers and then seeking to work together with them, for the well-being of the student.
- g) Liaising closely with professionals from other student services or external agencies involved in the care and support of students.

- h) Implementing and maintaining Pupil Passports and Individual Education Plans (IEPs) for Students of Determination.
- i) Ensuring that schools have access to appropriately qualified and experienced staff.
- j) Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.
- k) Offering of the Rahhal, subject to approval by the KHDA. 'Rahhal will enhance learning opportunities for all members of the community, whether they're children or adults. It will support learners with special education needs as well as those with special gifts and talents; it will diversify the choices for parents who wish to supplement their children's education; and it will provide adults with a flexible, modular form of learning that can be used to further their careers or enrich their lives.'

C. Potentially vulnerable groups

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- a) Students of Determination (SEND)
- b) Students whose home language is not English (EAL)
- c) Students who are Gifted and Talented (G&T)
- d) Students with physical or sensory impairments
- e) Students who might be subject to abuse or harassment, for whatever reason
- f) Students who are young carers
- g) Students whose family are in crisis or under great stress
- h) Students at risk of significant harm
- i) Students with poor attendance and/or punctuality
- j) Students who are at risk of disaffection and exclusion from school
- k) Students who have a temporary high-level need

D. Promoting and Supporting Inclusion⁸

1. Taaleem School Executive Board and Governor for Inclusive Education

- a) The School Executive Board (SEB) and appointed Governor for Inclusive Education is responsible for ensuring that all Taaleem Schools provide outstanding school leadership and management practices that promote achievement of personalized educational outcomes for all students.
- b) They support Senior Leadership Teams to deliver the vision, mission, strategic priorities and values of Taaleem and are also responsible for monitoring the performance of students and staff across all Taaleem School in accordance with agreed policies, procedures and school action plans.

2. Senior Leadership Teams

- a) Responsibility for making schools truly inclusive lies with the Principal and Senior Leaders of the school.
- b) We aim to promote inclusion at Dubai British School through all of our policies, systems and practices.

3. Personalising the Curriculum

- a) School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the students who attend the School.
- b) Schools currently use bespoke versions of recognized national and international curriculums to support the staff, at all levels, in planning the curriculum.
- c) Schools have long term Curriculum Maps which are used by grade-level or year teams and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. This would include staff ensuring appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs.
- d) School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ECAs that are offered and break and lunchtime activities.
- e) All members of school communities are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

4. Head of Inclusion

⁸ See role descriptions in: Implementing Inclusive Education: A Guide for Schools - Creating the capacity for change

https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SE_NDPOLICY_SCHOOLS_EN.pdf

- a) The school has a Head of Inclusion, who oversees the provision across the whole school, whilst the Assistant Head Teacher is the Inclusion Champion. The Head of Inclusion takes the leading role in coordinating support and provision, particularly regarding students and families in the aforementioned groups.
- b) In partnership with other senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

5. Class Teachers/Subject Specialists

- a) Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment.
- b) Students receive differentiated instruction according to ability. Learning support groups are run by support personnel throughout the school.
- c) Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) or Student/Pupil Passport. Parents/carers are informed by their child's Form tutor/teacher of any additional or different provision being made for their child.
- d) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of students in their class. This information is recorded and students' achievement and needs are discussed and further planning undertaken by way of regular student performance reviews.
- e) Class and Subject teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues.

6. Learning Assistant:

- a) Learning Assistants (LAs) work with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of a LSA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Head of Inclusion.
- c) To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilise their support for students' learning, the deployment of Learning Assistants within the school is strategically managed by the Head of Inclusion in consultation with other members of the Senior Leadership Team.

7. ASDAN coordinator

The dedicated ASDAN coordinator oversees the provision and daily delivery of the programs with the goal to engage students through relevant and motivating courses to achieve meaningful learning outcomes. The courses are an accessible and practical pedagogy for learners and foster the personal, social, and work-related abilities of our students.

8. School Counsellor

- a) The School Counsellor (SC) has a key role in promoting and supporting inclusive practice at the School.
- b) The SC undertakes a variety of tasks which include:
 - i. Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
 - ii. Being the point of contact and supporting all students including new students as required.
 - iii. Helping to devise ways of best supporting the students he/she works with.
 - iv. Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
 - v. Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
 - vi. Undertaking individual or group work with students whose behaviour gives us cause for concern.
 - vii. The SC advises other support staff on the running of groups aimed at developing students' social skills.
 - viii. Taking a supporting role in working alongside external family support agencies.

9. School Nurses

- a) The school nurse has a key role in promoting and supporting inclusive practice at the School.
- b) The nurse undertakes a variety of tasks which include:
 - i. Keeping health records
 - ii. Informing SLT of medical conditions which impact on learning
 - iii. Promoting healthy lifestyles
 - iv. Ensuring students are sun safe
 - v. Ensuring the Health and Safety of all students under the care.

10. 1:1 Learning Support Assistants (LSA)

For students who require a greater degree of support to access the curriculum and/or are on a reduced curriculum, and in agreement with the parents, a 1:1 Learning Support Assistant will work on agreed goals with parents and/or ASDAN curriculum. Parents will be supported in seeking a suitably qualified LSA to work with the student which will be funded directly by the parents.

11. The Inclusive Education Action Team:

Is led by the Head of Inclusion and consists of the Teachers, Counsellors and support staff and all come under the wing of the Heads of Inclusion. The team is responsible for the leadership and development in each of their specialized roles. On-going progress meetings are held with the Head of Inclusion to assess the effectiveness of each aspect and to inform future developments as part of the Strategic inclusive education improvement plan.

12. Community Inclusion Committee:

Is led by the Head of Inclusion and consists of parents. The team is responsible for inclusive initiatives to raise the profile and importance of inclusion and provide learning opportunities for the community in relation to SEND and disabilities. Regular meetings are held that impact upon the school and annual Inclusion Action Plan.

E. Special Educational Needs

1. What are special educational needs and/or disabilities (SEND)?

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - I. has an identified developmental delay
 - II. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - III. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.

2. What is a disability?

- a) "The term persons with disabilities [and Students of Determination] is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others⁹".

⁹ United Nations

b) “Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment ¹⁰.”

3. Identification of Students of Determination.

In accordance with KHDA and ADEC, Taaleem is:

“Committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs¹¹”.

a) Identification of SEND may have occurred prior to a student’s enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract and in accordance with KHDA ‘Advocating for Inclusive Education- A guide for Parents’. The Head of Inclusion will review and determine the appropriate provision to ensure inclusion at a Taaleem school.

b) Dubai British School EH adopts the 'graduated approach' in line with the UK 2015 SEN Code of Practice to identify and remove barriers to learning in order to put effective special education provision in place (see below). The four key actions are:

- I. **Assess:** the class/subject teacher, Head of Inclusion and other relevant persons will clearly analyse a student’s needs before identifying a student as requiring learning support. Concerns may be raised as a result of this continued assessment and observation of the student in lessons.
- II. **Plan:** Differentiation needs to be planned for use in lessons in order to give students every opportunity to achieve. SMART targets will be set during this process. A date for review should be noted and any plan should be discussed with parents if there is a concern. Where possible and applicable, the student should also be included in planning. Guidance from the Head of Inclusion may also be sought.
- III. **Do:** Differentiation takes place in the lessons and the class or subject teacher should remain responsible for working with the student on a daily basis.
- IV. **Review:** the effectiveness of the support should be reviewed in line with an agreed date and with discussion with parents, where needed, and the student. If further intervention or assessment is deemed necessary then this will be recommended and discussed with parents.

c) In accordance with the DSIB Categories for Disabilities/Special Educational Needs – taken from the UAE School Inspections Framework 2015-2016 (see Appendix 1) there is an extensive explanation of each category of need and its definition. It is important to note that a student’s needs could cross one or more of the following. Appendix 1 also outlines the 2015 UK SEND Code of Practice: 0-25 years - Four Categories of SEN and the broad areas of need.

¹⁰ Ministry of Education. Schools for All. Page 60

¹¹ KHDA 7 Years on.. Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19

d) Specialist Support outside the school's provision – students will benefit from: Specific targeted intervention for individuals. These students may have specific and/or exceptional needs that require the support from outside professionals. Where possible the school will accommodate specialist support within the school day to allow for collaboration. The school will provide appropriate advice and recommendations into any educational plans for the student. Additional costs for specialist support will be met by the parents (see Service Level

The specialists most commonly involved in supporting students are:

- I. Health Care Agencies (including GP, Psychiatrists and Mental Health Specialists)
 - II. Therapy Services (Occupational Therapy, Speech and Language, etc.)
 - III. Educational Psychologists
 - IV. Services for the Hearing or Visually Impaired
 - V. Parent employed LSA (1:1 personalized support)
- g) Before making a referral
- I. Before making a referral to a specialized service the school consults with parents or carers. An exception to this practice occurs when the school has information that indicates that a student may be at risk of harm (see Safe-guarding and Child Protection Policy).
 - II. The school then takes instruction from the Child Protection Officer on how to proceed.
- h) 1:1 Learning Support Assistant:
- I. For students who require a greater degree of support to access the curriculum and/or are on an alternative curriculum, a 1:1 Learning Support Assistant will be working on agreed goals with parents and/or ASDAN curriculum. Parents will be fully supported in seeking a suitably qualified assistant to support the student which will be funded directly by the parent.
 - II. Subject to termly review, the support is monitored by the school of behalf of the parent to ensure the level of support meets the needs of the student.
 - III. Parents/carers and the student (as appropriate) are invited to an annual review meeting to discuss the student's progress and the support, which they receive. The Head of Inclusion and Form Tutor/class teacher attend this meeting and we invite all professionals involved in supporting the student.
 - IV. The Head of Inclusion is responsible to the Principal for the strategic direction, coordination, liaison and management of the student support provision across the school. This specifically relates to ensuring appropriate provision for students identified as needing SEND, EAL and Gifted & Talented support, counselling, external support services and safeguarding.

Levels of SEND support provision

As much as possible, DBS EH strives to meet the needs of the majority of its students within the classroom. However, for some students it may be necessary to work in smaller

groups outside their classroom in activities specifically related to their needs. This may be delivered by a class or subject teacher, Inclusion Specialist Teacher or a learning support assistant (LSA). The following outlines the specific levels of support at each support level.

- a) Wave 1- Quality First Teaching
Students identified as Wave 1 require little to no additional support outside of the classroom. They may have an Educational Psychology report, require specific differentiation strategies implemented by the classroom/subject teacher or assessment accommodations; however, their need does not require either push-in or pull-out learning support. Should a student be deemed to no longer require level 1 support, parents will be informed by a member of the Inclusion team.
- b) Wave 2 – Students with push-in/ pull-out support
Level 2 is provided to those students, who, despite level 1 interventions are not making adequate progress. They require additional support to meet their targets through push-in/pull-out support and a comprehensive Pupil Passport. Students requiring Level 2 support may also be directly identified through in-school screening of a formal Educational Psychologist diagnosis. Support for students requiring Level 2 can include 1:1 or small-group intervention by either Inclusion Specialist Teacher, Learning Support Assistants, school counsellor or external provider (Speech Therapy, Occupation Therapy, Behaviour Support)
- c) Wave 3 – Students with an Individual Learning Support Assistant (ILSA)
This is the highest level of support and is provided for students only when specifically stated by an Educational Psychologist or where deemed necessary by the school due to high support requirements. Level 3 is used when students require an ILSA to assist them in accessing the curriculum. The ILSA must be approved by the Head of Inclusion but is the financial responsibility of the family. All parties involved are asked to sign an ILSA agreement. The Head of Inclusion is the line manager for the ILSA and conducts regular fortnightly meetings to discuss progress of the student. The ILSA regularly reports back to parents.

F. Access Arrangements

Access Arrangements are put in place to support students who may experience possible learning barriers to their learning and access which prevents them from achieving to their true potential. The following outlines the processes of awarding Access Arrangements:-

- a) Pupils who have been identified as having an extensive history of additional learning need may be eligible for examination access arrangements.
- b) Ongoing assessment and review assessments conducted by teachers and the Inclusion team will determine if arrangements are necessary for all work in school, including assessments and general classwork so that a 'normal way of working' and a history of need is established prior to formal application to examination boards.

- c) When students are of appropriate age, assessment of need specifically for access arrangements will take place, using appropriate assessment tools. The school has a bank of assessments that are approved for use by the JCQ. The Head of Inclusion is a qualified Level 7 specialist assessor.
- d) Following assessment, application will be made to examination boards for additional arrangements and adjustments to complete public examinations such as GCSEs.
- e) The Head of Inclusion will liaise with parents and teachers with regard to the access arrangements and the evidence required.
- f) All access arrangements and reasonable adjustments will fall in line with the Equality Act 2010 to ensure pupils are not disadvantaged by their differences.
- g) All applications for access arrangements will follow recommendations and guidelines from the JCQ. For example, the gathering of evidence required from staff to submit any application to the appropriate awarding bodies in accordance with the regulations set out by the JCQ and the completion of Form 8, a document required by the JCQ.

G. English as an Additional Language

1. Definition and Rationale.

- a) The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.
- b) EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.
- c) Levels of support are assessed prior to acceptance and confirmed prior to admission. Progress will be reviewed annually.
- d) Our main aim is for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- e) The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.

2. Identification and Assessment

- a) Students who are EAL are identified prior to admission. If it is clear that a student's language skills (reading, writing, listening, speaking) are low then they will be assessed using the EAL Levels or other appropriate language related assessments.
- b) Specific progress and level attainment will be communicated regularly.
- c) Progress is monitored by the Head of Inclusion and reported back to SLT.

3. Provision for EAL students

- a) The Head of Inclusion meets all new admissions and will liaise with class teachers and subject specialists if a new student has English as an additional language.
- b) If a student is in the early stages of the 'EAL Levels' then the student will be included in a specific EAL intervention support led by the Inclusion teachers and LA's.
- c) Teachers and other adults utilize good EAL practices and differentiated approaches within a lesson and throughout school life.
- d) EAL students on lower levels of English acquisition can be buddied with a more confident student who speaks the same language or with an English-speaking student as appropriate.
- e) Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.
- f) Speaking frames used within lessons to help English acquisition.

4. Heads of Inclusion is responsible for:

- a) Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
- b) Supporting the adults leading EAL interventions.
- c) Ensuring good EAL practices throughout the school.
- d) Ensuring appropriate resources are available for staff and EAL students.

H. Gifted and Talented

All Taaleem schools are committed in their mission to support the needs of all students so that they may realise their full potential. Please refer to the separate Gifted & Talented Policy.

I. Teaching, Learning Curriculum and Organisation

- a) As appropriate, teachers will provide differentiated activities and a range of support and resources for SEND, EAL and gifted and talented students.
- b) Ongoing assessment against year group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students are involved in this process.
- c) In addition, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- d) Opportunities for identified students to work on various projects in the school and across Taaleem.
- e) Regular work scrutiny, drop ins and learning walks will be carried out and recorded to ensure consistency across the phases and subjects.

J. Identification

- a) We use a range of strategies to identify our SEND, G&T and EAL students and those who may demonstrate a particular flair in a certain area. The identification process is on-going and begins when the student joins our school and involves staff, students, parents and carers.
- b) Data taken into account will include:

- I. Information from the external standardized testing (CAT, CEM)
- II. Information from parents and carers
- III. Information from previous teachers or pre-school records
- IV. Discussions with students
- V. Identification by staff using professional judgements, classwork and test and assessment results.
- VI. The use of internal standardised testing that will be conducted by the qualified assessor, in this case the Head of Inclusion.

K. The School Register

- a) Students who are identified by the school as being, SEND, EAL and Gifted and Talented are entered on to the school register which is via the Provision Map platform. Essential information is shared with relevant people outlining strategies to support and challenge the student.
- b) The register will be reviewed termly and at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

L. Staff Development and Training

The school makes use of local staff training and whenever possible staff to attend local courses and conferences. School priorities, as identified in the Inclusion Action Plan, may require external specialist training to meet these requirements. The Head of Inclusion leads on training sessions with the Learning Assistants to support them in delivering tailored interventions to meet the needs of the students.

M. Leadership and Management

The Head of Inclusion will:

- a) Maintain the register in consultation with other staff
- b) Liaise with relevant staff for timely progress meetings
- c) Monitor the school's provision for students identified as being SEND, EAL or G&T
- d) Monitor the progress of identified students by making termly reviews of individual assessments.
- e) Alongside the Principal and members of the Inclusive Education Action Team, uphold and review the Strategic Inclusive Education Improvement Plan.

N. Monitoring and Review

The Principal and Head of Inclusion will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements.

O. Parental Engagement

DBS EH firmly believes in developing a strong partnership with parents and that it is only through such partnerships that students with barriers to learning will achieve their full potential. Parents have key information regarding their children, and this can assist in the identification of needs. At DBS EH we strive to:

- a) Ensure that parents/carers feel welcome in the school and are provided with support ideas on how to help their child at home. We have an 'open-door' policy and welcome parents to meet with us regularly.
- b) Regular parent consultation meetings are conducted.
- c) Use of Provision Map to liaise with parents who children require Wave 3 support.

P. Premises/School Grounds

DBS EH strives to be as Inclusive as possible. Collaboration between the Facilities Manager and Senior Leadership Team ensure that the premises are maintained to a high standard as set out in the Dubai Universal Design Code.

Q. Supporting Policies and Documentation

- a) KHDA Parent School Contract
- b) Service Level Agreement
- c) Head of Inclusion Job Description
- d) Safeguarding and Child Protection Policy
- e) Taaleem/School Admissions Policy
- f) Dubai Inclusive Education Policy Framework (2017)
- g) Federal Law
- h) Advocating for Inclusive Education – A guide for Parents (2021)

Effective date: Sept 2022

Review date: Sept 2023

Appendix 1

DSIB Categories for Disabilities/Special Educational Needs

Special Educational Needs Categories

Information Sheet

DSIB Definition of Special Educational Needs (SEN)	
Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.	
Special education needs could mean a child has difficulties with: <ul style="list-style-type: none"> • all of the work in school; • reading, writing, number work or understanding information; • expressing themselves or understanding what others are saying; • making friends or relating to adults; • behaving properly in school; • organising themselves, completing tasks or focusing on activities. 	
OR <ul style="list-style-type: none"> • some kind of sensory or mobility needs that may affect them in some or all school activities 	
Type of Need	Description Compiled from a range of international best practice and using the DSIB definition and UAE School for All guidance.
Behavioural, Social, Emotional	Students whose behaviour presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's.
Sensory and Physical	Blind students or those with partial sight Deaf students or those with partial hearing Students who are deaf and blind
Medical Conditions or Health Related Disability	Medical conditions may lead to an associated 'special need.' These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes allergies.

Special Educational Needs Categories		Information Sheet
Communication and Interaction This does not include students with additional language needs.	Students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp. Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood. Autistic Spectrum Disorder (ASD) is a range of communication disorders related to students who find it difficult to: <ul style="list-style-type: none"> • communicate with others; • understand social behaviour ; • think and behave flexibly. 	
Learning	Specific Learning Difficulty (SpLD) - students who have specific difficulties with any of the following: <ul style="list-style-type: none"> • reading, writing, spelling • using numbers General Learning Difficulty 1 - students' whose attainment is well below expected levels in all or most areas of the curriculum. General Learning Difficulty 2 – students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support. Profound and Multiple Learning Difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as other significant difficulties. These may include physical disabilities or a sensory impairment. These students are likely to require a high level of adult support.	
Gifted and Talented	Gifted and Talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as poetry, drawing, sport or drama etc.	
Disabled	Disabled students are those who have any permanent or temporary condition resulting from illness or congenital disorder. A disability would impact on a student's ability to carry out every-day tasks such as speaking, hearing or moving like other individuals.	

Taken from the 2015 UK SEND Code of Practice:0-25 years - Four Categories of SEN and the broad areas of need

1. Communication and interaction, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)

2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties – where children are likely to need support in all areas of the curriculum and associated difficulties as well as a physical disability or sensory impairment.)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. Social, Emotional and Mental Health Difficulties. They include:
 - Wide range of difficulties that manifest themselves in many ways, for example, becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit Disorder)

- ADHD (Attention Deficit Hyperactive Disorder)
 - OCD (Obsessive Compulsive Disorder)
 - Attachment Disorder
4. Sensory and/or Physical Needs. These include:
- Vision Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment
 - Physical Disability