



**DUBAI
BRITISH
SCHOOL**
JUMEIRA

Inclusion Policy

Policy Management		
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Agreed		Executive Leadership Team
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1. Rationale

Dubai British School Jumeira (DBSJ) is an Inclusive school which fully embraces the UAE Federal, and Dubai-based legal, frameworks that have been developed to promote and regulate Inclusive Education in Dubai. DBSJ makes specific reference to the following legislation:

- UAE Federal Law (29), 2006 (Articles: 12, 13, 14 and 15), including updates in 2009
- concerning the rights of People of Determination
- Dubai Law No. 2 (2014) which protects the rights of People of Determination in Dubai
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008; 2010)
- which is the legally binding international human rights treaty for people with disabilities
- (signed by the UAE in 2008 and ratified in 2010)
- Executive Council Resolution No (2) 2017, (Article 4 (14), Article 13 (16, 17 & 19) and Article 23 (4)) which emphasises the need for anti-discriminatory practices for students of determination.

This policy is framed by the *Dubai Inclusive Education Framework (2017)*; *Implementing Inclusive Education: A Guide for Schools (2019)* and *Directives and Guidelines for Inclusive Education (2020)* which details the standards necessary for the implementation of inclusion and equality in school, and makes available the *Advocating for Inclusive Education (A Guide for Parents, 2021)* to ensure our parents are confident partners in their child's school journey.

In addition to local laws and frameworks, DBSJ also embeds best practice from the *UK SEND Code of Practice: 0-25 years (DfE; DfH, 2015)* and fully embraces the Taaleem Core Values to ensure all students are:

- **Pioneering-** Challenge the norm: Visionary, Authentic, Aspirational, Focused
- **Professional-** Attract and retain the best people: Insightful, Diverse, Distinctive, Excellence, Creative
- **Nurturing-** Put students first: Inclusive, Holistic, Respectful, Compassionate, Communicative
- **Spirited-** Have a passion for life: Courageous, Determined, Engaging, Adaptable

2. Aim

"Every day, in every classroom, 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. Within such a setting, their personal, social, emotional and academic needs are fully met." (KHDA, Dubai Inclusive Education Policy Framework (2017, p9)

At DBSJ, we are dedicated to working with our community to provide the best opportunities for all children and young people to attain thrive and maximise their potential. We aim to establish an authentic and fully immersive inclusive culture, embracing the diversity of our students, staff, families and stakeholders and celebrating their happiness and success. Every student at DBSJ, especially our Students of Determination, receives an education that empowers them to happy, independent and self-assured young individuals who are ready to transition smoothly into the next stage of their lives.

We strive to empower our students with Special Educational Needs and Disabilities, those learning English as an Additional Language, and those identified as Gifted and Talented, to ensure all enjoy the same excellent educational experience as their peers.

3. Admissions

The admissions process is fully differentiated to meet the needs of both Students of Determination and their families. The school is committed to ensuring that admission decisions are made equitably and sensitively, with the child's wellbeing, access to learning, and long-term success at the centre of all planning, in line with the KHDA Inclusive Education Policy Framework.

While most students complete an age-appropriate entrance assessment to support placement and curriculum planning, DBSJ recognises that a standardised assessment may not always provide an accurate representation of a student's abilities or needs. In such cases, the school works closely with parents to gather relevant contextual information and, where appropriate, conducts a bespoke one-to-one assessment or alternative evaluation process to ensure that barriers to participation are not created through the admissions process.

All Students of Determination and their families meet with the Head of Inclusion as part of the admissions process. This meeting ensures a collaborative, transparent approach that prioritises the individual needs of the child and family, supports informed decision-making, and enables early planning for reasonable adjustments, support strategies, and transition arrangements.

DBSJ supports positive transition by offering school tours, transition sessions, and opportunities to meet key staff. Where appropriate, the Inclusion Team may also visit a student in their current educational setting to gain a deeper understanding of their strengths, needs, and preferred strategies. A range of screening tools may be used to support pre-planning for entry and to ensure meaningful discussions around provision and support.

Parents are encouraged to share any existing professional reports, assessments, or therapy recommendations to support comprehensive planning. However, DBSJ recognises that a formal diagnosis is not required for admission, and that needs may emerge over time.

In line with KHDA guidance, DBSJ acknowledges that special educational needs may also be identified after admission, particularly within the Foundation Stage, where children's development is closely observed through play-based learning and early interaction. Where needs are identified during a student's time at DBSJ, the school follows a graduated response to assessment, planning, and intervention, working collaboratively with parents to ensure timely and appropriate support.

Sibling priority may be given to Students of Determination who are siblings of current or joining students, reflecting DBSJ's commitment to family-centred inclusive practice.

4. Identification and Categorisation

Identification of each student's abilities, strengths and barriers is an on-going process that happens daily in every classroom at DBSJ.

At DBSJ, the identification of each student's strengths, abilities, and potential barriers to learning is an ongoing, dynamic process embedded in daily classroom practice. High-quality teaching, careful observation, assessment, and professional dialogue ensure that emerging needs are recognised early and addressed promptly.

While parents are encouraged to share any relevant contextual information or professional reports to support effective planning, DBSJ recognises that not all needs are known or identified prior to school entry. Staff are therefore trained and equipped with the skills, knowledge, and assessment tools required to identify learning differences, developmental needs, and barriers to participation as they arise over time.

For many students, identified barriers are temporary or developmental in nature and can be addressed through quality-first teaching, short-term interventions, or targeted classroom strategies designed to close gaps and support progress. For other students, barriers may be persistent and long-term, indicating the presence of special educational needs and/or disabilities. In such cases, students may be recognised as Students of Determination, in line with KHDA guidance.

As defined by the Dubai Inclusive Education Policy Framework, a Student of Determination is a student with long-term physical, mental, intellectual, or sensory impairments which, in interaction with environmental, social, or attitudinal barriers, restrict their full and effective participation in education on an equal basis with peers of the same age.

Students of Determination may be identified through one or both of the following procedures:

- **School-based identification**, through the work of a knowledgeable and skilled Inclusion Team and teaching staff, where a student consistently demonstrates characteristics associated with a specific category of need, delay, or disorder, supported by systematic observation, assessment, and evidence gathered over time.
- **Formal diagnosis**, provided by a qualified and licensed medical or educational professional, identifying a long-term difficulty, impairment, or disorder. Such diagnoses are considered alongside school-based observations to inform planning and provision.

DBSJ adopts the KHDA categorisation framework to ensure consistency, accuracy, and clarity when identifying and recording student needs. Categorisation is used to inform planning and support and does not define or limit a student's potential. Support planning is developed based on an understanding of a student's primary area of need, secondary needs, and the specific barriers to learning and participation they experience.

This structured approach enables DBSJ to design and implement effective, personalised support and intervention plans that promote access, participation, independence, and progress within the common learning environment.

5. Referral Procedures Graduated Response

Once a student's level of need has been identified and categorised, DBSJ implements a graduated response in line with the KHDA Levels of Support Framework. This approach ensures that provision is proportionate, responsive, and flexible, enabling students to access learning while progressively developing independence, participation, and self-regulation. All identified needs and levels of support are formally recorded on the school's Inclusion List and reviewed regularly.

Where additional support is introduced to enable a student to access the curriculum or wider school life, its impact is systematically monitored and evaluated through ongoing communication between the class teacher and the Inclusion Team. Teachers remain responsible for the progress and wellbeing of all students in their care, with the Inclusion Team providing guidance, intervention, and specialist support as required.

If a barrier to learning persists despite initial support, a collaborative review meeting is held involving parents, the class teacher, and members of the Inclusion Team. This meeting follows the Assess–Plan–Do–Review cycle and results in the creation or refinement of a personalised support plan, clearly outlining strengths, barriers, strategies, targets, and responsibilities. Provision is then implemented and reviewed within agreed timescales to ensure it remains effective and responsive to need.

DBSJ places strong emphasis on student agency within the graduated response process. Students are encouraged to share their views, preferences, and experiences in ways that are appropriate to their age and stage of development. As students mature, their voice becomes increasingly central to planning, review, and target-setting, ensuring that support is meaningful, empowering, and developmentally appropriate.

This structured, evidence-based approach enables DBSJ to respond promptly to emerging needs, adjust provision where necessary, and ensure that all students are supported to thrive within the common learning environment, in line with KHDA expectations and inclusive best practice.

As part of DBSJ's Team Around the Child (TAC) approach, the school works in close partnership with a range of external paraprofessionals, including educational psychologists, speech and language therapists, occupational therapists, and other relevant specialists. This collaborative model ensures that support for students is holistic, coordinated, and responsive, addressing social, emotional, physical, and academic needs in a cohesive manner.

Professional recommendations and therapy programmes are used to inform classroom practice, intervention planning, and reasonable adjustments, enabling strategies to be embedded consistently across the school day. Where appropriate, DBSJ facilitates on-site therapeutic provision by ensuring that appropriate spaces, resources, and timetabling are available to support intervention delivery. This integrated approach allows therapeutic input to complement and underpin learning, promoting generalisation of skills and maximising progress within the common learning environment.

Through regular communication, review meetings, and shared goal-setting, DBSJ ensures that all professionals, staff, parents, and the student are aligned in supporting positive outcomes, independence, and long-term success.

6. Levels of Support

DBSJ provides a continuum of support in line with the KHDA Levels of Support Framework, as outlined in *the Directives and Guidelines for Inclusive Education* (2019, pp. 31–32). The level of support allocated to a student is determined by their individual needs, barriers to learning, and required adjustments and is reviewed regularly to ensure it remains appropriate, effective, and proportionate. The overarching aim of all levels of support is to maximise access, participation, progress, and independence within the common learning environment.

Level 1 – General Support Service

Students identified as requiring Level 1 support have a Learning Support Plan (LSP) which documents identified strengths and needs, barriers to learning and participation, successful classroom strategies and accommodations, and student voice where developmentally appropriate. LSPs support teachers in delivering quality-first teaching and effective differentiation within the mainstream classroom. Some students at this level may also use assistive technology or targeted classroom

accommodations to support learning and independence. For students receiving Level 1 support, the primary point of contact remains the class teacher, with additional oversight provided by the pastoral and academic teams. Progress is monitored through ongoing assessment and professional dialogue. If a student continues to experience difficulty or does not make expected progress, next steps are reviewed in partnership with parents and may include short-term time-limited interventions, adjusted in-class accommodations, further screening, or referral for an educational assessment by an Educational Psychologist to further identify barriers to learning and inform future planning.

Level 2 - Targeted Support Service

Students requiring additional and more structured support are identified as Level 2. This may include students with identified special educational needs, an Arabic exemption, a formal diagnosis, and/or more complex examination access arrangements. Support at this level is targeted and time-bound, with the aim of reducing barriers to learning and increasing independence within the common learning environment. Students at Level 2 receive targeted interventions and classroom accommodations informed by assessment and professional judgement. Support is documented through a structured support plan, which may take the form of an Individual Education Plan (IEP) where the level of need, complexity, or duration of support requires more detailed planning. Where an IEP is not required, strategies, targets, and agreed adjustments are clearly recorded and shared with relevant staff to ensure consistency of practice. Interventions are delivered by the highly trained and experienced Inclusion Support Team and may take place during Arabic time where an exemption applies, or at other agreed times that minimise disruption to curriculum access. In addition to targeted intervention sessions, the Inclusion Team supports in-class practice alongside mainstream teachers to ensure strategies are embedded consistently and learning transfers effectively across contexts. Students at Level 2 follow the Assess–Plan–Do–Review cycle, with progress monitored regularly. Where expected outcomes are not achieved, next steps are reviewed collaboratively with parents and may include adjustments to provision, further assessment, or referral for an educational assessment to better understand barriers to learning and inform future support.

Level 3 - Individualised Support Service

Level 3 support is provided for students whose needs significantly impact their ability to access the standard curriculum without substantial adjustment. These students may be working significantly below age-related expectations or require a highly personalised approach to learning. Students at this level have a detailed Individual Education Plan (IEP) which clearly identifies strengths, needs, and barriers, sets personalised targets, outlines specific strategies and adaptations, and is reviewed termly in collaboration with parents and professionals. Where a student requires a level of support beyond the standard school provision, an Individual Learning Support Assistant (ILSA) may be recommended to facilitate access, participation, and engagement. While ILSAs are not directly employed by the school, DBSJ recruits, trains, and performance-manages ILSAs and establishes Individual Service Agreements (ISAs). The role, scope, and hours of ILSA support are agreed collaboratively with parents and reviewed termly as part of the Team Around the Child process, ensuring support remains purposeful and promotes independence.

Level 3+ - Highly-Personalised Support Service

Students requiring a multi-agency, highly personalised programme of support are identified as Level 3+. These students benefit from an integrated Team Around the Child approach involving an Individual Learning Support Assistant, external therapists and specialists, and adapted or alternative

learning pathways. Provision at this level builds upon the Level 3 framework, ensuring coordinated support, embedded therapeutic input, and meaningful access to learning that promotes inclusion, wellbeing, and long-term success.

Additional Adult Support

Where required, students across Levels 1–3+ may receive additional adult support for specific purposes such as transitions, safety, or access to particular activities, always with the aim of promoting independence, inclusion, and participation.

7. Inclusion Review Team

DBSJ is committed to creating, promoting, and sustaining a robust inclusive setting that respects diversity, strengthens a sense of belonging, and ensures that every student receives a high-quality education within a common learning environment. To support this commitment, DBSJ has an Inclusion Review Team which works in partnership to quality assure inclusive practice and to support the ongoing development of provision for Students of Determination.

The Inclusion Review Team includes the Governor for Inclusion, the Principal, parent representatives, and members drawn from the school's Inclusion Team (including the Director/Head of Inclusion, Inclusion Support Teacher(s) and Learning Support Assistant(s)), as outlined in Appendix A. The team meets at agreed intervals to monitor progress, evaluate provision, and ensure that inclusive systems remain effective, responsive, and aligned with KHDA expectations.

The Inclusion Team will:

- Operate a “Whole Student, Whole School” approach to the identification, planning, and delivery of inclusive provision and support for special educational needs and disabilities.
- Ensure Students of Determination are empowered to develop the skills, confidence, and independence needed to contribute and participate fully as valued members of the school and wider community.
- Promote student wellbeing by ensuring Students of Determination feel safe, supported, confident, and happy in school, and by actively nurturing self-belief and positive identity.
- Ensure the school provides an inclusive common learning environment and a curriculum that is responsive to individual learning needs, enabling access, participation, and progress for all learners.
- Allocate resources strategically and flexibly to target and support Students of Determination in a timely and effective manner.
- Maintain a staffing structure with clear lines of responsibility and accountability for inclusion (Appendix A).
- Put in place programmes of study and targeted interventions (for classes, groups, or individuals) that enable all students to experience success, engagement, and enthusiasm for learning.
- Ensure parents are informed, consulted, and meaningfully involved in their child's inclusive education journey, including guidance and support for families of students with SEND.
- Maintain effective communication between all stakeholders, including students, parents, staff, governors, and external agencies, to ensure a coordinated Team Around the Child approach.
- Review access and inclusion annually to ensure that provision continues to meet students' needs and remains aligned with KHDA requirements and best practice.
- Monitor and promote full and equal access for Students of Determination to curricular and co-curricular opportunities, including clubs, events, trips, and enrichment activities.

Taaleem School Executive Board and Governor for Inclusive Education

The Taaleem School Executive Board (SEB) plays a critical role in providing strategic oversight and systematic support for the development of inclusive education at DBSJ. Through governance, challenge, and accountability, the SEB ensures that inclusion remains a core priority within the school's vision, planning, and resourcing. The Governor for Inclusive Education works in close partnership with school leadership to monitor inclusive provision, support continuous improvement, and ensure that DBSJ delivers a high-quality, equitable, and inclusive educational experience for every student.

Principal, Executive and Senior Leadership Team

The Principal, Executive and Senior Leadership Team are fully committed to making DBSJ a truly inclusive school. Inclusion is embedded across leadership practice and is a standing focus within leadership meetings, ensuring that inclusive principles inform all policies, systems, and day-to-day practices. Senior leaders are responsible for ensuring that inclusion is consistently implemented, monitored for impact, and sustained across the whole school.

Leaders of Provision for Students of Determination

The Head of Inclusion is a member of the school's Executive Leadership Team and holds strategic and operational responsibility for inclusion across DBSJ, ensuring that every student is supported to fulfil the DBSJ ambition of "developing the full potential of each child." The Head of Inclusion coordinates and oversees provision for Students of Determination, English Language Learners (ELL), and student wellbeing, ensuring coherence, consistency, and alignment with the Dubai Inclusive Education Policy Framework. DBSJ operates a through-school model, with phase-based teams organised to respond to the developmental and learning needs of students at different stages. The Inclusion Leadership Team manages a team of highly trained Inclusion Support Teachers and Learning Support Assistants who work collaboratively with class teachers, families, and external professionals to ensure that every child in every classroom can thrive.

Strengthening Inclusive Practice and Supporting Teachers

The Inclusion Leadership Team undertakes strategic and operational actions to strengthen inclusive practice and support teachers across the school. These include:

- identifying individual needs through observation, assessment, and screening, and signposting parents to appropriate external support where required;
- developing and implementing educational strategies within a graduated response, adapted or modified as necessary in collaboration with the Senior Leadership Team;
- ensuring that wherever possible students are taught within the common learning environment, with withdrawal used purposefully and kept to a minimum;
- liaising closely with class teachers and staff delivering interventions to ensure that learning transfers effectively from intervention sessions into classroom practice;
- creating, sharing, monitoring, and reviewing Learning Support Plans and Individual Education Plans where appropriate and in line with KHDA guidance;
- developing and maintaining appropriate assessment procedures for students at Levels 1 and 2, with Level 3 identification assessments typically undertaken by external specialists in collaboration with the school team;
- leading and coordinating the work of the Inclusion Support Team and overseeing the effective operation of the Inclusion Department;

- sharing expertise and best practice through targeted and whole-school professional development;
- monitoring the impact of interventions and supporting their delivery through specialist knowledge and guidance;
- maintaining robust systems for record keeping, data tracking, and regular monitoring of student progress; and
- ensuring consistent implementation of this Inclusion Policy across all phases of the school.

Inclusion Support Teachers

Inclusion Support Teachers play a central role in supporting the leadership of provision for Students of Determination and in developing a consistently inclusive school culture. The majority of their time is spent working in partnership with classroom teachers to create inclusive learning environments and to develop teaching practices that meet the needs of diverse learners. A key aspect of this role is ensuring that teachers are equipped with the knowledge, strategies, and confidence required to reduce barriers to learning and participation within the classroom. Inclusion Support Teachers also work directly with students where appropriate, delivering targeted interventions and supporting the development of independence and achievement. In addition, they are responsible for maintaining accurate records, contributing to planning and review processes, and communicating regularly with parents to ensure shared understanding and collaboration.

Learning Support Assistants

Learning Support Assistants (LSAs) are highly valued and experienced members of the Inclusion Support Department. They work with individual students or small groups either within the classroom or, where appropriate, through short-term withdrawal. LSAs play a vital role in supporting access, engagement, and independence and act as a bridge to learning for Students of Determination. Their work is carefully guided by class teachers and Inclusion Support Teachers to ensure that support is purposeful, consistent, and focused on reducing barriers rather than creating dependency.

Class Teachers

Students spend the majority of their learning time alongside their peers within the common learning environment, and class teachers retain overall responsibility for the progress, attainment, behaviour, and wellbeing of all students in their care. Through quality-first teaching, teachers plan and deliver learning experiences that appropriately challenge all students, irrespective of need. Differentiated learning opportunities are clearly reflected in lesson planning, with individual students receiving reasonable accommodations and adjustments aligned to their specific needs. Teachers lead ongoing formative assessment to identify and address barriers to learning and play a central role in the Assess–Plan–Do–Review cycle and the Team Around the Child approach. They are closely involved in the development, implementation, and review of Learning Support Plans and Individual Education Plans, where appropriate.

Class Assistants

Class Assistants are an integral part of the school community and work closely with class teachers on a daily basis to support inclusive practice. They receive ongoing training and professional development relating to a range of needs, how these may present in the classroom, and effective strategies to support learning and engagement. Many Class Assistants are trained to support in-class interventions and strategies, including structured literacy programmes and sensory regulation approaches, enabling consistent support within the classroom environment.

Individual Learning Support Assistants (ILSAs)

An Individual Learning Support Assistant (ILSA) may be employed through a home–school agreement to support students whose needs require provision beyond the standard school offer. ILSAs work under the direction of the class teacher and Inclusion Support Teacher to ensure that students can maximise their learning opportunities while remaining included within the classroom. ILSAs are fully integrated members of the school community and are supported through structured induction, ongoing professional development, and performance management processes to ensure high-quality, consistent support.

School Counsellor

DBSJ has a highly trained and committed School Counsellor who provides proactive support for the social, emotional, and mental health needs of students. The School Counsellor works closely with the Inclusion Team, pastoral staff, and families to support wellbeing, emotional regulation, and resilience. The specific roles and responsibilities of the School Counsellor are outlined in the DBSJ Counselling Policy.

School Medical Team

The School Medical Team, including the school doctor and nursing staff, plays an essential role in supporting Students of Determination to safely and confidently navigate the school day. In addition to their healthcare responsibilities, they are key contributors to the Team Around the Child approach, providing guidance, care planning, and collaboration to ensure that medical needs are effectively managed within the school environment.

Parents

Parents are central partners in the inclusive education process at DBSJ. The school works closely and collaboratively with families to ensure shared understanding, consistency of support, and maximised progress for students. In line with KHDA requirements, parents are asked to provide copies of relevant medical assessments, diagnoses, and therapy reports to ensure provision is accurately mapped to need. Parents are also expected to attend review meetings as required and to support the extension and generalisation of learning strategies at home and within the wider community.

School Advisory Board

DBSJ works in partnership with the parent School Advisory Board (SAB) to raise the profile of inclusion within and beyond the school community. The SAB provides a supportive network for parents of Students of Determination and offers opportunities for parents to contribute meaningfully to the development of inclusive policies, practices, and community initiatives.

External Agencies

DBSJ collaborates with a wide range of external agencies to support students, families, and staff through a coordinated Team Around the Child approach. External professionals provide specialist assessment, advice, and intervention, as well as training for staff and workshops for parents. Where appropriate, DBSJ facilitates introductions to carefully matched providers and offers school premises and dedicated intervention spaces to support on-site therapeutic provision, ensuring that specialist input is effectively integrated into the school day.

Resources

While the majority of inclusive practice at DBSJ is embedded within the classroom, the school also provides a range of dedicated, purpose-built spaces to support personalised and targeted provision. These include:

- two sensory/therapy rooms designed to support regulation, intervention, and wellbeing.

These spaces are well resourced and equipped with specialist programmes and materials including Power of 2, Toe by Toe, SNIP, and Nessy to support curriculum-based literacy and numeracy interventions. DBSJ also uses recognised assessment tools to support identification and monitoring, including Lucid Exact, WRAT 5, and CTOPP, ensuring assessment and provision are evidence-based and consistent.

Staff Training and Professional Development

DBSJ is committed to continuous professional development to ensure inclusive practice remains consistently high quality and aligned with best practice. The Director of Inclusion leads and coordinates in-house training for staff at all levels, ensuring inclusion is a shared responsibility across the school. Professional development includes:

- whole-school training on supporting Students of Determination at the beginning of each academic year and at regular intervals throughout the year;
- targeted and bespoke coaching from Inclusion Support Teachers to strengthen curriculum differentiation and inclusive classroom practice;
- access to local courses, conferences, and external training opportunities; and
- subscription to NASEN (National Association for Special Educational Needs) to facilitate access to current research, guidance, and online learning.

The Director of Inclusion maintains strong professional networks within Taaleem and across local schools, supporting collaboration and the sharing of best practice for the benefit of Students of Determination across Dubai.

Exemptions from Arabic and other foreign languages

Some students identified as Level 2 or Level 3 may be eligible for an exemption from Arabic and/or other foreign language lessons, in line with KHDA guidance.

Arabic Exemption: To be considered for an Arabic exemption:

- a full educational assessment must be conducted by an approved Educational Psychologist;
- reports must be stamped by a provider registered with the Community Development Authority (CDA);
- reports obtained outside the UAE must be formally attested by an approved organisation;
- the report must clearly state that the student's needs are significant enough to justify an exemption, with the intention that the allocated time is used to address core learning needs and targeted interventions.

The Inclusion Team collates and submits all required documentation in liaison with the school's compliance officer. Once approved, a personalised plan is implemented to support the student's individual needs during the allocated timetable time.

Exemption from other foreign languages: Exemptions from other foreign languages are considered at school level and granted only where:

- the student is identified as Level 2 or Level 3;
- needs are of comparable significance to those required for Arabic exemption;
- the time would be better used to address core learning needs; and
- the exemption would not negatively impact future transitions or educational pathways.

Physical Accessibility

Both DBSJ sites are fully compliant with the Dubai Universal Design Code and have been purposefully designed to be accessible to all members of the school community. This includes:

- lifts and ramps;
- accessible toilet facilities;
- adapted learning spaces for wheelchair users.

The school works proactively with the Facilities Manager to review and enhance accessibility on an ongoing basis and is committed to ensuring equal access to all curricular, sporting, recreational, and enrichment activities. Parents and prospective parents of Students of Determination are welcome to request a site tour to discuss access arrangements and individual needs.

Access arrangements for Public and External Examinations

Access arrangements are pre-examination adjustments designed to remove or reduce barriers based on evidence of need and a student's normal way of working. These fall into two categories:

- arrangements delegated to examination centres;
- arrangements requiring prior approval from JCQ (Joint Council for Qualifications).

Access arrangements ensure fairness and validity by enabling students to demonstrate their knowledge and skills without disadvantage. They do not alter learning expectations or lower academic standards. Members of the Inclusion Team hold recognised qualifications approved by examination boards to assess and apply for access arrangements, which are completed at no additional cost to parents. Decisions regarding access arrangements prior to Year 9 are determined by the Head of Inclusion to ensure consistency and alignment with long-term planning.

English Language Learners (ELL)

"A student's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community" (Department for Education, England). English Language Learners (ELL) are students whose first language is not English and who are in the process of acquiring English in order to access the curriculum and fully participate in school life.

DBSJ has a highly trained team of teachers and specialists who use the Bell Foundation frameworks to assess English language proficiency and to identify students who are unable to communicate fluently or access learning effectively due to limited English language acquisition. These frameworks enable accurate identification, targeted planning, and consistent monitoring of progress.

ELL students are often new to an English-speaking environment and may come from non-English-speaking homes and educational backgrounds. As such, they may require structured and time-limited support from the Inclusion Department while developing the vocabulary, language structures, and academic skills needed to access the mainstream curriculum. Where appropriate, students may begin their learning journey with a short, carefully planned period of targeted support within the ELL resource base. This provision is designed to equip students with the confidence and foundational language skills required to transition successfully into full mainstream classroom learning as quickly as possible.

In line with inclusive best practice and KHDA guidance, ELL students are supported within the common learning environment wherever possible. ELL provision is flexible, responsive, and designed to promote independence and rapid integration into mainstream learning.

As with SEND provision, DBSJ categorises ELL students according to their level of language need, ensuring that support is proportionate, targeted, and regularly reviewed.

Level A – Developing Academic English

Level A students are those whose first language is not English and who demonstrate fluency in social communication but require additional support to develop academic language. Support for Level A students includes:

- classroom accommodations and differentiation provided by the class teacher;
- continued use of supportive tools such as bilingual dictionaries where appropriate;
- in-class monitoring and guidance from the EAL team; and
- short, targeted, and time-limited interventions to address specific language needs.

Progress is monitored regularly, and support is adjusted in response to student outcomes.

Level B – New to English

Level B students are new to English and require a high level of specialist support and instruction. These students receive structured input from the EAL team to develop foundational language skills in preparation for accessing the mainstream curriculum. Support for Level B students includes:

- targeted teaching delivered by EAL specialists;
- time-limited support within the EAL resource base, where appropriate;
- a **Language Support Plan (LSP)** to guide high-quality planning, differentiation, and consistent practice across the school; and
- close monitoring of progress by the EAL department in collaboration with class teachers.

Where a student does not make typical or expected progress over time, the school will consider whether an assessment for Special Educational Needs is required, ensuring that language acquisition needs are clearly distinguished from additional learning needs.

APPENDIX A: Roles and responsibilities:

1. Head of Inclusion

The Head of Inclusion holds strategic and operational responsibility for inclusive education at DBSJ and is a member of the Executive Leadership Team (ELT). The Head of Inclusion will:

- take the leading role in coordinating provision and support for Students of Determination, English Language Learners (ELL), and students requiring wellbeing support, working collaboratively with the Inclusion Team and wider leadership;
- monitor, evaluate, advise, and plan for the continuous development of inclusive practice across the school, including provision for Students of Determination, Gifted and Talented students, and ELL learners;
- lead early identification of needs and map provision and interventions across the whole school;
- design and deliver professional development for Inclusion Support Teachers, Learning Support Assistants (LSAs), Individual Learning Support Assistants (ILSAs), and class teachers;
- ensure high-quality EAL practice is consistently implemented and monitored across the school;
- analyse EAL data and monitor the academic progress of ELL students;
- provide training and guidance for EAL teachers, EAL assistants, and class teachers;
- develop and oversee community outreach initiatives related to inclusion and wellbeing;
- work with colleagues to promote inclusive opportunities within the curriculum and through extracurricular activities, competitions, partnerships, subject clubs, and global learning initiatives; and
- monitor student progress and attainment and report outcomes to the Senior Leadership Team.

2. Inclusion Support Teachers

Inclusion Support Teachers play a central role in supporting inclusive classroom practice and intervention. They will:

- support students within the classroom to ensure access to the curriculum and sustained progress;
- advise class teachers on differentiation and inclusive strategies for Students of Determination;
- ensure appropriate resources are available to support interventions both in and out of the classroom;
- assess, administer, and analyse student attainment and ability to plan suitable interventions;
- maintain regular communication with parents regarding student progress and attainment;
- attend termly pupil progress and review meetings to evaluate the effectiveness of provision; and
- support class teachers in creating, implementing, and reviewing Learning Support Plans and Individual Education Plans where appropriate.

3. ELL Specialist Teacher

The ELL Specialist Teacher is responsible for leading and supporting English language acquisition across the school and will:

- support the assessment of ELL students during the admissions process;

- create personalised language support plans and oversee their implementation;
- ensure classrooms include dual-language texts, visual supports, and language-rich environments;
- co-teach and model inclusive strategies to support ELL learners;
- model and support the use of writing and speaking frames to develop academic English;
- plan and deliver EAL interventions in collaboration with class teachers;
- complete ELL assessments, monitor progress in English proficiency, and maintain the EAL register;
- write and review Language Support Plans for Level A and Level B ELL students and share these with teachers and parents;
- prioritise support for students with identified language plans; and
- support class teachers in accessing appropriate resources and strategies.

4. Learning Support Assistants (LSAs)

Learning Support Assistants are integral members of the Inclusion Support Team and will:

- support individuals and small groups of students during lessons, breaks, and lunchtimes to promote learning and wellbeing;
- assist Students of Determination under the guidance of Inclusion Support Teachers and class teachers;
- deliver intervention support to students with specific needs, individually or in small groups;
- support teachers in the preparation of resources for individual students; and
- complete baseline assessments and evaluations under the direction of the Inclusion Support Teacher.

5. Pastoral Support Assistants

Pastoral Support Assistants provide targeted emotional and pastoral support and will:

- support the development and implementation of Individual Education Plans, Behaviour Plans, Support Plans, and Mentoring Plans;
- provide emotional support to students with additional needs;
- build positive and trusting relationships with identified students, acting as consistent role models;
- deliver one-to-one mentoring and provide support to students experiencing distress;
- support transitions between phases and reintegration following periods of absence;
- provide guidance to help students make informed choices about learning, behaviour, and attendance; and
- motivate and challenge students appropriately to promote resilience and self-esteem.

6. Individual Learning Support Assistants (ILSAs)

Individual Learning Support Assistants are employed through a home–school partnership where required and will:

- support individual Students of Determination under the direction of the class teacher and Inclusion Support Teacher, ensuring inclusion and progress within the classroom;
- maintain clear and detailed records to share with teachers, the Inclusion Team, and parents;
- monitor and contribute to progress against agreed targets and outcomes; and
- support therapy programmes and replicate recommended strategies within the classroom environment.

7. Class Teachers and Subject Specialists

Class teachers and subject specialists retain overall responsibility for student progress and will:

- create and sustain inclusive classroom environments that support access, engagement, and progress;
- plan and deliver differentiated instruction informed by Learning Support Plans, Language Support Plans, and Individual Education Plans;
- ensure lessons are accessible, appropriately challenging, and inclusive for all learners;
- collaborate with Inclusion Support Teachers to write, implement, and review plans for Students of Determination;
- monitor attainment, behaviour, and wellbeing, seeking guidance where concerns arise;
- build positive, supportive relationships with students and maintain effective communication with parents and colleagues;
- follow the Inclusion Referral Process for students causing concern regarding progress or development;
- implement ELL strategies and inclusive approaches across all subject areas;
- ensure students with ELL fully access the curriculum; and
- provide additional academic interventions where required, informed by assessment and progress monitoring.