

INCLUSION POLICY

Policy Owner	Head of Inclusion
Approved by	Ms Sapna Changrani (Head of School)
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PURPOSE

This policy sets out the school's commitment to continue to work towards a more inclusive system within the school.

POLICY STATEMENT

Dubai Scholars is a part of the local community, and we welcome all students into our school. We believe that inclusion is about making our school a reflection of our community, and we commit to ensure that any child who walks into our school will be included, will be supported and will be a part of our community. We make it our responsibility to provide accommodation to ensure that all our students are engaged in a rigorous and relevant learning programme.

OUR VISION

Our Vision is to provide a student-centered learning environment where our children are authors of their own learning and become authors of their own futures.

OUR MISSION

Our Mission is to prepare our students for the challenges of life, with the critical skills and communicative abilities to tackle those challenges that have yet to manifest in this rapidly evolving society. Our goal is to lead students to be confident individuals who are comfortable in taking risks but have the values to act with thoughtfulness and humility.

WHAT IS INCLUSION?

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, to form positive social relationships with peers, and to become fully participating members of the learning community (*Dubai Inclusive education framework, 2019*).

At Dubai Scholars, we are committed to identifying, understanding, and breaking down barriers to learning, participation

and belonging, while aiming to enhance the quality of educational experience for all the students by helping them play a full part in this school through-out their learning journey. Inclusive education includes the students of determination and Gifted/ Talented.

Whole School: Every member of the school community, including teachers, support staff, families, medical team, parent volunteers and students, work collaboratively to ensure students can access and participate in all aspects of school life. Our aim is to embrace and showcase diversity as a strength and support respectful relationships within the school community & between our students.

We address the different barriers experienced by students and develop strategies / plans to support inclusive education to cater to our diverse student population.

Accessible Learning Environments: The educational setting of our school and classrooms is being remodeled and infrastructure improvised to enable students of all abilities, identities and backgrounds, to access and fully participate in learning.

Committed Leaders: All leaders are committed to and are accountable for implementing inclusive practices. They continue to embed an inclusive ethos which is evident and understood across the school.

Skilled Work Force: Leaders, teachers, support staff and parent volunteers build on their expertise to propagate inclusive education practices. Best practices, continuous professional learning and mentorship are encouraged and supported.

WHO IS A STUDENT OF DETERMINATION?

As mentioned in the Dubai Inclusive Education Policy Framework, a student of determination is a student with a long-term physical, mental, intellectual, or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age. (Based on UNCRPD definition of ensuring persons with disabilities)

At Dubai Scholars, students of determination are included in the regular classrooms. These students are provided with equal opportunities where their learning needs are identified, understood, and accommodated.

Gifted and Talented: Refer to the annexure for the details of the G and T programme.

IDENTIFICATION AND INTERVENTION OF STUDENTS OF DETERMINATION

Students of determination are identified through the following processes:

- **Admissions** – The admission criteria of the school is well accommodated for the admission of the students of determination. Students are not refused admission based only on their experience of SEND. CAT4 test is undertaken at the time of admission. Upon admission, an Assessment of Educational Need takes place to identify any potential barriers to learning, enabling the school to make reasonable adjustments, or based on the external assessment report submitted by the parents. Also, the inclusion team has developed informal assessments to identify the level of support required for the student.
- **CAT4 Data** – at risk students are identified through the CAT4 data.

- **GL Assessments**
- **NGRT**
- **Referral** – teacher/ parent/self

OBSERVATIONS BY HEAD OF INCLUSION OR INCLUSION TEAM

This data is triangulated with teacher, team, and parent observations and in some cases, external agencies.

Following the identification process, students are entered in the Inclusion register based on the level of support required and are classified as:

- a) Students with formal diagnosis – with an external assessment report and mostly will benefit from level 3 support.
- b) Students without formal diagnosis but are identified with the need of additional support.
- c) Students at risk – who is yet to be identified but he/she is being monitored for their wellbeing or progress and will be under the monitoring list.

INTERVENTION

At Dubai Scholars, we utilize formal and informal methods of assessment to accurately identify the type of need experienced by a student. This information is then used to inform the use of targeted, evidence-based interventions which accelerate learning, progress, and development. This is done through the 3-tier level of support:

Level 1: Quality first teaching in the classrooms, where-in teachers proactively accommodate for differences in learning ability, learning style and behavior of the students, through responsive adaptive teaching and learning practices. Any child who is not at par with classroom expectations is closely monitored and appropriate, learning scaffolds are provided, within the class. Teachers intentionally design and execute live learning scaffolds during the lesson - including explicit modeling, guided practice routines, strategic use of concrete teaching aids, and verbal feedback and prompts. Learning support in the classroom may include Teaching Assistants (TAs) facilitating small-group or individual targeted prompts, directly reinforcing the student's personal classroom targets and co-produced parental recommendations.

Level 2: Quality first teaching, personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Learning Support Teachers (LST) and/or in-school specialists are likely to support this process by observing lessons and making recommendations, as well as providing support through professional coaching and monitoring.

Level 3: Level 3 support provides intensive, highly individualized programmes designed to accelerate progress and maximize the unique potential of students with complex or severe cognitive, physical, or sensory needs. This may involve substantial baseline adjustment and delivering provision that is explicitly "additional to" or "different from" the universal school teaching and learning. Level 3 provision remains anchored in high-quality inclusive teaching but is reinforced by specialized pedagogical approaches, dedicated Learning Support Assistants (LSAs), and direct partnership with external intervention or therapy services. For select students whose developmental profiles require an alternative framework for

independence and life readiness, this level incorporates specialized, accredited curriculum pathways such as ASDAN.

Provision of support for students of determination:

As per the level of support required the following plans are in place that are carefully developed and implemented by the team involved:

Individual Education plan: For students who experience the most significant barriers to learning an Individual Education Plan (IEP) is developed. This is mostly for the students on Level 3 support and for level 2 students, if needed. The purpose of an IEP is to plan individualized provision in order to reduce the barriers to learning experienced by students of determination, as a result of their difficulty, condition or disorder. Parents and teachers along with the inclusion team are actively involved in the development of an IEP.

Individual behavior plan: Individual Behaviour Plans are in place, for students experiencing major behavioral difficulties requiring level 2 or level 1 support. This is designed in collaboration with the school counsellor, Inclusion team, teachers and parents. The targets are mainly focused on the behavioural goals.

Individual Accommodation plan: Individual Accommodation plan is developed for the students on level 1 support. The accommodation plan is focused on consistent and adaptive teaching practice within the classroom setting.

Categories of need and barriers to learning:

The following framework is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

ASSESSMENT ACCOMODATIONS FOR THE STUDENTS OF DETERMINATION

Internal Assessments

Subject to parent consent, following provisions are provided for internal assessments:

- For students with a modified curriculum (level 3 support), modified assessment paper is provided, wherever necessary
- Accommodated assessment papers are provided for students on level 2 support, wherever necessary
- One-on-one reading support may be provided to selected students, as per their needs.
- Extra time of 15-30 minutes may be provided to selected students, as per their needs.

External Assessments

- Subject to parent consent and consultation with the academic heads, students with severe learning needs are exempted from certain standardised assessments, wherever necessary
- Exam Access Arrangements are applied to the concerned board authorities for students appearing for the board level assessments. Access arrangements are pre-exam arrangements that minimise access barriers for candidates with special educational needs, disabilities, or temporary injuries/illnesses to enable candidates with specific needs to demonstrate their knowledge, skills and understanding without changing the demands of the assessment.
- The school will apply for the Access arrangements for the students based on their individual learning needs and it is subject to the approval of the relevant examination boards.

APPROACH TO INCLUSIVE EDUCATION – INCLUSION SUPPORT TEAM

The provision of high-quality strategic support is essential for the development of a fully inclusive system of education. To ensure that the policies are well implemented and monitored, Dubai Scholars has established an Inclusion Support team that consists of:

1. Ms Sapna Changrani - Inclusion Governor/Head of School
2. Ms Raji Nair – Head of Inclusion
3. A team of Learning Support Teachers
4. Ms. Lorie – School Learning Support Assistant
5. A team of Learning support Assistants – appointed by parents

The members of the Inclusion support team will:

- work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis
- meet on a regular basis, typically once a week
- maintain minutes of the meetings and utilise effective systems to follow-up on specific actions and strategies iv. assign learning support assistants to individual students who experience SEND and/or class groups as needed. The allocation of these paraprofessionals will be dynamic. The focus and impact of their support will be routinely reviewed, and their allocation may change in accordance with student and teacher need
- Where appropriate, develop partnerships with special centres and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience SEND and their families to ensure access to high quality inclusive education.

ROLES AND RESPONSIBILITIES

Inclusion Governor:

The Inclusion governor will support the governing in establishing an inclusive ethos across the school. The Inclusion governor will:

- Set strategic direction through a clearly stated inclusive vision and ethos
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- Provide with resources and budget to ensure that targeted plans are sufficiently resourced
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

Head of Inclusion:

The Head of Inclusion or the leader of provision for students of determination will hold deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development and outcomes.

The Head of Inclusion will:

- Work alongside teachers to observe, assess and identify special educational needs
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- provide advice and guidance to both teachers and parents

- facilitate collaborative meetings to promote the development of individual education plans
- monitor and support classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- implement evidence-based programmes of intervention for individuals and small groups of students.
- Monitor and track the progress of the students of determination

Learning Support Teachers:

The Learning support teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices. The role of the Learning Support teacher includes:

- Work in consultation with class teachers/ subject teachers, to plan interventions carefully to address students' priority learning needs and to achieve set learning targets.
- Utilise the informal assessment tools to identify the barriers for learning and decide the level of support for a student in consultation with the Head of Inclusion, teachers and parents.
- Develops the IEP/IBP/IAP, in collaboration with the Head of Inclusion, teachers, parents and LSAs to plan the targets.
- Plans Short-term targets and planning reflect the support plan targets and break down the development of skills and content into small incremental steps to address each student's specific needs on a weekly basis.
- Provide Push-in / In-class support to the students of determination to enhance the academic learning of the students of determination in a common learning environment.
- Conduct pull-out sessions focusing on the short-term skill-based targets
- Routinely assess, record and review the progress of the students of determination.

Classroom Teachers:

Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom. Their main roles include:

- assessing, evaluating, and reporting on students' progress
- providing a safe, welcoming, and motivating environment for learning
- working closely and in parallel with other professionals

- planning whole class, group, and individual instructions and delivering them
- incorporating any needed modifications and accommodations to maximise their students' achievement
- taking part in the development of the IEP and its progress review
- implementing goals set in the IEP
- managing information about students and communicating this information to parents and other relevant personnel
- supervising and coordinating work with the LSAs
- promoting student interactions with their peers

Learning Support Assistants (LSAs):

LSAs should be enabled to work in collaboration with classroom teachers so that students of determination are successfully included in the classroom environment alongside their peers. The role and responsibilities of the LSAs will differ based on the need of the child they are working with, however following are the common responsibilities:

- providing individual support to a specific student
- promoting access to targeted support outside of the classroom
- working on differentiated activities with groups of students
- liaising with the leader of provision for students of determination
- developing social/emotional skills
- working with teachers to monitor the progress of students
- supporting intervention or therapy sessions.

Parents:

Parents play an integral role in the inclusive education process. The role of parents include:

- Work in collaboration with the inclusion team and teachers – in the planning of IEP, implementation of IEP.
- Regular communication with the inclusion team and the school staff.
- Submit the external assessment report or external therapies, if necessary, upon the suggestion of the inclusion

team.

- Provide a learning support assistant, if necessary, upon the suggestion of the inclusion team.
- Liaison between the inclusion team and the external therapists to facilitate collaborative work.

MONITORING AND PROGRESS OF THE STUDENTS OF DETERMINATION

Students' progress, in relation to achieving their targets, is regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow students to demonstrate their progress.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn lead to adjustments in support plans. In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well- for students of determination.

ANNEXURE TO INCLUSION POLICY – IMPLEMENTATION OF GIFTED AND TALENTED PROGRAMME

Introduction:

Dubai Scholars Private School believes that every student should have the opportunity to develop and achieve beyond their potential. We aim at providing learning opportunities consistently for our gifted and talented students that are challenging, intellectually stimulating and enrich the curriculum.

Definition

GIFTED:

The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one, or more domains, of human ability.' These domains will include intellectual, creative, social and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

TALENTED:

The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. - UAE Schools Inspection Framework (2015-2016)

STUDENT IDENTIFICATION:

Effective educational provision for Gifted and Talented students depends on appropriate and accurate identification. For effective identification, a variety of methods is employed including:

- Teacher observation, assessment and nomination
- Parents feedback
- Peer observation
- Testing: results of their academic performance in school, CAT4, NGRT scores
- Informal checklist

CATEGORIES OF G AND T:

Based on the referrals/observations, identified students are categorized under the following areas:

- Sports
- Academics/intellectual
- Creative – arts, music, dance etc.

IMPLEMENTATION OF G & T PROGRAMME

Roles and responsibilities

- **Head of Inclusion**

The Head of Inclusion is strategically responsible for leading, monitoring and evaluating the quality of Gifted and Talented provision across all key stages of the school. Key responsibilities include:

- Maintaining and updating the school's Gifted (Academic/Cognitive) and Talented (Creative/Physical/Leadership) registers.
- Analyzing school-wide standardized data (including CAT4, GL Assessments, and internal progress tracking) to identify high-potential learners and Gifted Underachievers.
- Providing ongoing professional development, coaching and guidance to teaching staff regarding adaptive teaching strategies to cater to gifted students.

- **Subject Leaders**

Subject leaders ensure that subject-specific curricula incorporate adaptive teaching for the students and are built with a high cognitive ceiling, hence provisioning apt challenge for G&T students. Their responsibilities include auditing subject schemes of work to ensure they contain open-ended extension pathways, which cater to gifted learners in the class.

- **Subject Teachers and class teachers**

Classroom teachers are responsible for the progress, engagement and challenge of G&T students within their lessons. Teachers shall implement high quality, adaptive teaching to match the pace and depth of instruction to the student's learning pace.

EDUCATIONAL PROVISIONS & LEARNING METHODOLOGIES

High-quality learning and teaching for Gifted & Talented students takes place through a robust dual approach: In-Class Adaptive Support and Targeted External Enrichment.

1. In-Class Support & Adaptive Teaching

The school favors high quality, adaptive teaching and classroom management. Teachers design learning around one high-reaching objective and adapt provision based on learner requirements.

- **Purposeful Grouping and collaboration:** G&T students are regularly provided with opportunities to collaborate with intellectual peers on high-concept tasks, while also developing peer-leadership and collaborative skills within diverse groups.
- **Low-Threshold, High-Ceiling Tasks:** Core lesson designs feature accessible entry points for all learners but feature unrestricted upper boundaries. This allows G&T students to naturally extend their learning into highly complex, abstract, and multi-variable domains.
- **Curriculum Compacting & Pre-Assessment:** Teachers may assess prior knowledge before instructional blocks. G&T students who demonstrate early mastery could bypass redundant direct instruction, transitioning immediately to higher-level extension tasks or independent research.
- **Systematic Scaffold Subtraction:** Adaptive teaching ensures that standard classroom supports (such as writing frames, graphic organizers, or step-by-step guides) are systematically removed for G&T students to foster independent problem-solving, cognitive resilience, and intellectual risk-taking.
- **Advanced Learning Plans (ALPs):** Exceptional students, on the formal Gifted register, may be supported by an individualized ALP. These profiles outline specific strengths, cognitive processing speeds, and tailored stretch targets, and are embedded into the school's learning management system to ensure cross-curricular continuity.
- **Flipped & Independent Learning Modalities:** Teachers leverage flipped classroom strategies to cultivate advanced research skills, autonomy and student-led leadership, allowing G&T students to drive lines of inquiry based on their distinct areas of expertise.

2. External Enrichment & Showcase Provisions

To supplement high-quality classroom instruction, the Inclusion Department may coordinate targeted external and extra-curricular provisions to further develop student expertise. The gifted and talented students are provided with opportunities to participate in external assessments, internships and research opportunities. Students are encouraged to participate in intra and inter school competitions, providing platforms to showcase their skills.

POLICY REVIEW



This policy will be reviewed annually, or sooner if required, to reflect operational needs, changes in legislation, or updated guidance from the KHDA