



**Academic Inclusion Policy**  
**Emirates International School - Jumeirah**

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## 1. Vision and Values

As a distinguished International Baccalaureate (IB) institution, our school remains unwavering in its dedication to cultivating an environment that thrives on both a balanced curriculum and personalised success. We are resolute in our commitment to establishing an all-encompassing and encouraging educational setting, aligning closely with the standards outlined by the Knowledge and Human Development Authority (KHDA).

Embracing the principles of inclusivity, our school's practices are firmly rooted in a graduated response framework, meticulously designed to cater to the diverse spectrum of our students' needs. Through this framework, we strive to provide the necessary support and resources that empower each student to flourish and achieve their fullest potential.

This commitment extends to complying with the UAE government's statutory requirements outlined in Federal Law Number 29 (2006), and the guidance from KHDA, including the 'Dubai Inclusive Education Policy Framework' (2017), 'Implementing Inclusive Education: A Guide for Schools' (2019), and 'A Revised Categorization Framework for Students of Determination' (2019).

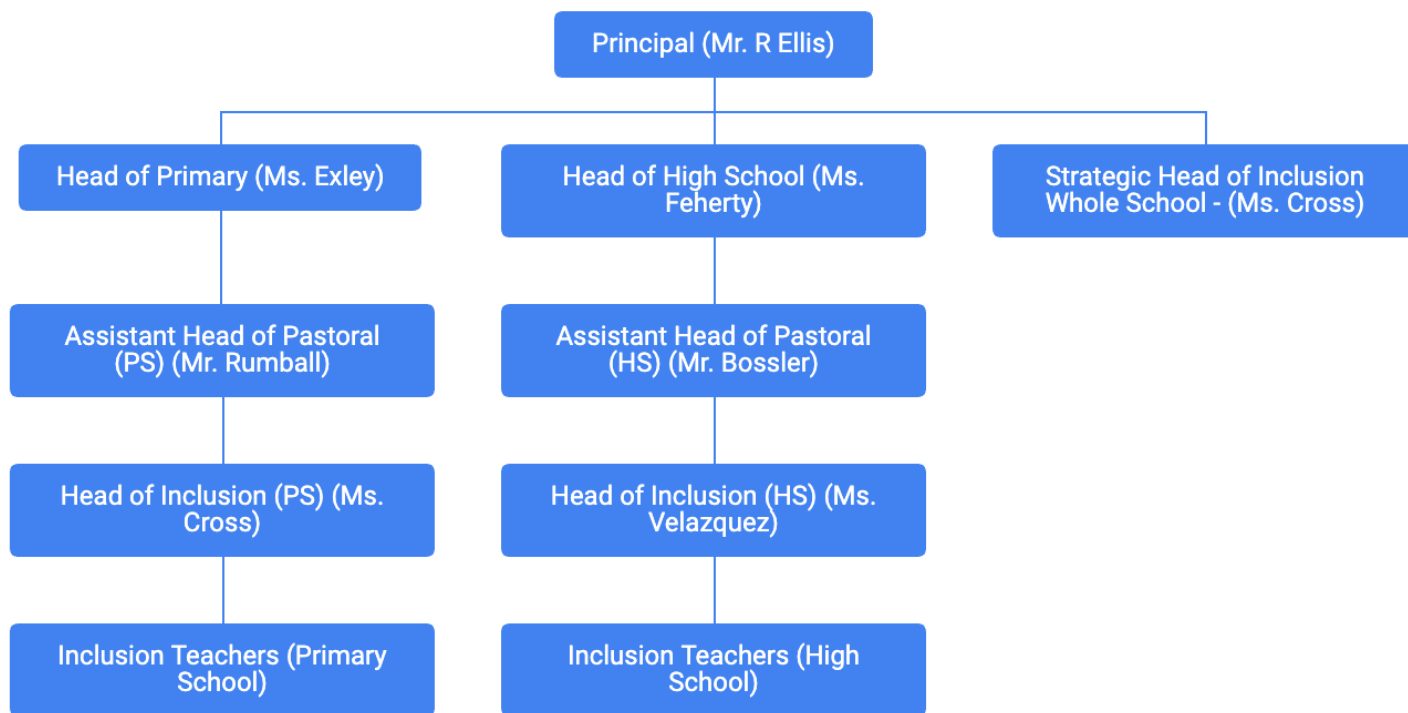
## 2. Objectives

The Inclusion policy is written to ensure a consistent approach across the school.

- We aim to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored (Internally Identified), receive the appropriate provisions to meet their needs
- We ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND
- We designate a qualified and experienced professional to be responsible for coordinating SEND provision; the Leader of Inclusion
- Parents will be informed and supported when special educational provision for a student is required
- We provide support, advice and training for parents and staff working with students with SEND.

At Emirates International School- Jumeirah, we foster a collective responsibility within our school community to uphold inclusivity and facilitate optimal social, emotional, behavioural, and academic advancement for every student. This commitment is upheld through inventive approaches to learning and instruction, effective communication of knowledge, comprehensive training initiatives, and ready access to SEND specialists.

## Inclusion Organisational Chart



### Inclusion Teachers (Primary School)

Reeba Mathews  
Yared Bekele Gebreyes  
Mary Immaculate Mukami Makau  
Vidya Ayyaswam

### Inclusion Teachers (High School)

Sana Ashfague Shaikh  
Hana Fayez Hussein Abdel Majeed

### 3. Identifying barriers to learning

Inclusion is a guiding principle at our school, integrated seamlessly throughout the curriculum with the collaborative effort of our dedicated Teachers and Inclusion Team. We take pride in cultivating an atmosphere that celebrates diversity and acknowledges the unique abilities of each student.

3.1 The purpose of identification At Emirates International School- Jumeirah, all students undergo consistent and comprehensive evaluation, encompassing both formative and summative assessments, as an integral part of their educational journey. This practice is vital in ensuring that each student can achieve appropriate advancement in their learning.

Through systematic and all-encompassing assessment processes, our teachers, alongside our Inclusion team, actively pinpoint potential obstacles that could hinder learning progress. The purpose of this identification process is to facilitate collaboration among the School, students, parents, and external organisations. This collaborative effort aims to develop a tailored plan that incorporates strategies, interventions, and support measures, all geared towards addressing the barriers that could impact progress, academic achievements, and overall well-being.

#### 3.2 Categories

Our identification process follows the KHDA Revised Categorisation Framework for students of Determination (2019-2020).

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ( <sup>1</sup> 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. <sup>2</sup> Chronic or acute medical conditions

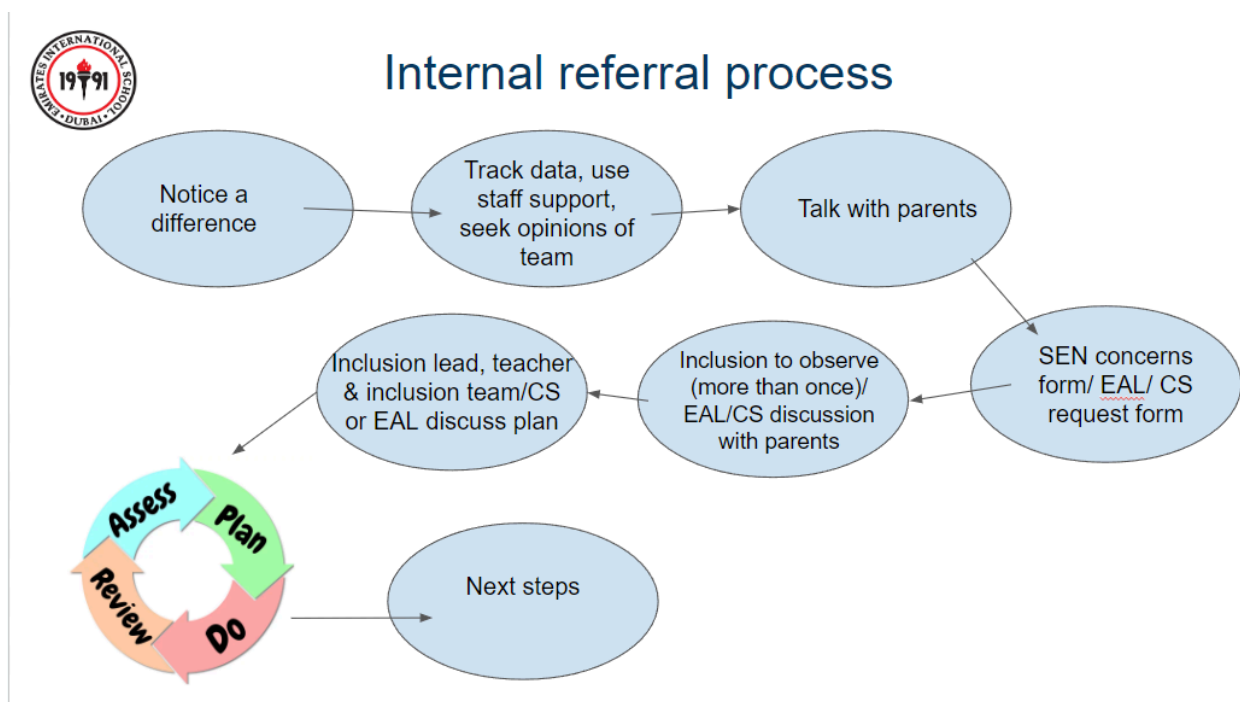
Students may present with a range of barriers to learning. These can include lack of academic progress, specific difficulties in a particular subject area, processing difficulties, sensory difficulties, behaviour and social emotional difficulties and medical reasons that may affect learning.

#### 4. Graduated approach to inclusion support

We have implemented a comprehensive Assess, Plan, Do, Review system, collaboratively involving teachers, parents, and external agencies when necessary, to identify students who require additional support. Our commitment to a personalised approach ensures that we welcome students of all abilities and provide tailored interventions to facilitate their success.

##### 4.1 Internal referral process

The below diagram details the internal referral process that is available for all students. It incorporates the Assess, Plan, Do, Review cycle to ensure needs are met effectively.



##### 4.2 The Inclusion Register

The Inclusion Register is managed by the Inclusion Leader. These registers are structured as spreadsheets and are stored securely on the School Google Drive, ensuring compliance with Data Protection regulations as outlined in the School Policy. The Inclusion Leader holds the responsibility for the upkeep of the register's content. All staff members

are responsible for familiarising themselves with the register's content and to integrate the information into their planning, instructional, and assessment procedures.

#### 4.3 Classification

Emirates International School- Jumeirah will classify students with any additional need in accordance with the KHDA 2015-16 framework and Revised Categorisation Framework 2019, as defined below.

### **SEND (identified)**

- *have an educational need that is different from those of the majority of students;*
- *and which arises from the impact of a disability or recognised disorder and therefore have an external identification.*

Or

- **may not** *have an educational need that is different from those of the majority of students; but*
- *does arise from the impact of a disability or recognised disorder (but may be under investigation)*

### **SEND (Unidentified)**

- *have an educational need that is different from those of the majority of students; but*
- **does not** *arise from the impact of a disability or recognised disorder (but may be under investigation)*

Recognition of a student's requirement for special educational assistance may indicate the necessity for tailored support, curriculum adjustments, or personalised planning to facilitate their attainment of expected progress considering their initial capabilities.

Emirates International School recognises the critical nature of promptly and precisely identifying the needs of students with Special Educational Needs and Disabilities (SEND) to ensure the efficiency of devised strategies. The Inclusion team will undertake this task guided by the procedures detailed in the Section 4.1 flow chart.

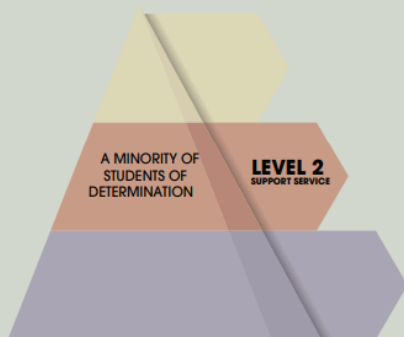
Concurrently, students will be incorporated into the graduated response approach, which involves a tiered framework of support and intervention, as outlined below ([KHDA Directives and Guidelines for Inclusive Education](#))

### LEVEL 1 - GENERAL SUPPORT SERVICE



High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.

### LEVEL 2 - TARGETED SUPPORT SERVICE



Additional, specific and time-limited intervention that is provided to students who are falling behind age expected levels of performance. It is expected that a minority of students of determination will require access to level 2 support services.

Some students accessing level 2 support service may require enhanced support through an individual education plan.

### LEVEL 3 - INDIVIDUALISED SUPPORT SERVICE



Individualised and specialised provision, which is different from that provided to most other students of determination. This





#### 4.4 Quality First Teaching

Quality first teaching signifies the provision of exceptional educational experiences that cater to the diverse needs of all students within the classroom. It entails creating a learning environment where every student, regardless of their individual needs, is given equitable opportunities to engage, learn, and succeed. Teachers are at the forefront of this endeavour, assuming a pivotal role in acknowledging and embracing the unique strengths and challenges of each student. They are entrusted with the responsibility of fostering an inclusive atmosphere where every student's potential is maximised through differentiated instruction, personalised support, and a commitment to nurturing their holistic development. This approach ensures that every student feels valued, respected, and included.

#### 4.5 Curriculum

All students are entitled to a comprehensive and balanced curriculum in alignment with KHDA regulations. Teachers are tasked with establishing high expectations for every student, irrespective of their prior achievements. At Emirates International School- Jumeirah, our teachers employ suitable baseline assessments to establish ambitious targets. We proactively identify potential challenge areas and promptly initiate interventions. Lesson planning and delivery are meticulously crafted to target these potential challenge areas, ensuring that obstacles to individual progress are removed. Our commitment to inclusion means that students with Special Educational Needs and Disabilities (SEND) will be provided access to the standard school curriculum, unless exempted officially or if individual needs necessitate substantial adjustments. In instances where specialised support is required, students might participate in targeted interventions through temporary withdrawals, all with the goal of fostering their optimal development and growth.

#### 4.6 Staff development

The Senior Leadership Team and the designated Inclusion Lead will ensure that all required school staff have access to the Inclusion Register. Staff are supported through regular training on identification, documentation and strategies to inform and enhance teachers' knowledge of SEND in addition to KHDA mandatory training.

## 5. Managing provisions

### 5.1 The School offer

The level of provision is based on the student's needs and is managed by the inclusion team in line with KHDA guidelines. Student's may access support offered by the school at varying times throughout their education.

Support offered at Emirates International School- Jumeirah includes:

- 1:1 Individual Education Plan support
- Small group interventions
- In class learning support
- Modified/ reduced curriculum
- Use of Inclusive technology
- After School Activities
- Exam access arrangements
- In School screeners for specific needs
- Close partnerships with external therapy centers

A child on Wave 3 who regularly needs 1:1 support to access the curriculum may require a 1:1 Learning Support Assistant. This is an employment contract agreed by parents and supported by the Inclusion Lead. All Learning Support Assistants who attend school are welcomed by the Inclusion team and appropriate training is undertaken, led by the Inclusion Lead.

### 5.2 Individual Education Plans (IEPs)

The school may develop Individual Education Plans (IEPs) for students who fulfil the criteria specified in **section 4.3** and have followed the pathway outlined in **section 3**. This document serves as a means to evaluate, strategise, implement, and evaluate any identified support required for students with Special Educational Needs and Disabilities (SEND). IEPs serve as personalised educational guides for students, shaping their learning journey. For every student identified as SEND and/or AEN Wave 3 on the Inclusion Register, a tailored record of provisions becomes an essential part of their educational experience, designed to address their distinct needs.

IEPs undergo a formal review a minimum of three times annually, with regular engagement from the 'team around the student'—comprising internal staff, external agencies, parents, and students. During the rewriting of an IEP, relevant stakeholders are invited for input and discussions regarding the plan, provisions, and ensuing steps. Student conferences, where appropriate, offer a platform to deliberate upon the IEP and its subsequent actions.



[KHDA Directives & Guidelines for Inclusive Education](#)

### 5.3 Managing the register

The School follows the Assess, Plan, Do, Review structure as part of our graduated response. This enables students to move between levels of support as required. This provision is managed by the Inclusion Lead, in collaboration with teachers and parents and is regularly reviewed.

## 6. Supporting students and families

### 6.1 Support in school

Throughout a student's time in school, they are supported by all teaching staff via Quality First Teaching. If the identification process is started, teachers and the Inclusion team will support students and parents to access the appropriate resources to best enhance learning. The Inclusion team will follow the referral process and will include:

- Referral form completed by the teacher
- Inclusion team to contact parents to discuss the referral
- Initial in class observations and data gathering
- Further discussion with class teacher and parents
- Support provided, personalised to the student's needs

Support provided is for students, teachers and parents to enable the student to be successful.

### 6.2 Support with external professionals



Where necessary, parents will be guided by the Inclusion Lead to a selection of external professionals. The external agencies will be known by the school and will have read and agreed to follow all school policies. Parents and external agencies are requested to share information provided to ensure that best practice is followed in all settings. Regular contact between the Inclusion Lead, external professionals and parents is continued throughout the student's time at school.

### 6.3 Parental involvement

In our commitment to promoting inclusivity and ensuring the success of students with special and/or additional educational needs, we recognize the vital role that parents play. Their active involvement is integral to the achievement of our inclusive educational goals. We encourage ongoing parental engagement and have established various avenues to foster collaboration between parents and our support teams.

Our approach to parental involvement includes:

- Parent coffee mornings: We provide termly coffee mornings to encourage parents to share experiences with the team and other parents.
- Review Meetings: We hold periodic review meetings where parents can discuss their child's progress, individualised educational plans, and any concerns they may have with our dedicated Learning Support teams.
- Open-Door Policy: We maintain an open-door policy, welcoming parents to reach out, share their insights, and seek assistance whenever they require it. Our staff is readily available to address any queries or concerns.
- Participation in School Events: Whenever possible, our leaders will attend school-wide functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies, and other significant events. This approach aims to keep our leaders accessible to parents and provide them with opportunities for direct interaction.
- Accessible Communication: To facilitate communication, our Inclusion teams' email addresses are widely available, making it easy for parents to contact them directly with questions, feedback, or suggestions.

We value the active involvement of parents in our inclusive education community and believe that their partnership with us is a cornerstone of our shared success in providing the best possible educational experience for all students.

### 6.4 Admissions

[EIS Jumeirah Admissions Policy](#)

EIS - Jumeirah offers an inclusive approach to education. In partnership with parents, we seek to place students appropriately according to their educational needs. In order to have the best information possible to support your child, we would request parents to be open and honest with the school during the admissions process to enable the best transition and support possible and to prevent distress to the child.



Parents are asked to submit to the school all reports linked to specific needs and diagnosis for your child. Similarly, we expect parents to work closely with us if a particular educational need is identified during or following the admission process (as per KHDA parent-school contract).

All SEND applications will be reviewed by the Inclusion Coordinator and Head of School. The school Principal will make the final decision on all SEND applications.

Should an application be declined based on our ability to meet the needs of the child, the Inclusion team will discuss with the family and complete the KHDA non admission notification form and inform their Inclusion department within 24 hours. The Principal is then to inform the Governor for Inclusion and write to the parents stating the reasons for non admission, with the opportunity to speak in person if required.

## 6.5 Examinations

All examinations adhere to KHDA, IB and UK Code of Practice guidelines when seeking extra time and reasonable adjustments during both internal and external summative assessments.

The Inclusion Department oversees the provision of exam access arrangements (EAA). Their responsibilities include:

1. Making sure there's sufficient evidence supporting a student's need for exam access arrangements.
2. Keeping subject teachers informed regularly about a student's exam access arrangements and providing guidance on how to support them in the classroom.
3. Collaborating with the Exams Team.
4. Updating parents or caregivers about a student's initial access arrangements, specialised assessor tests, and the official approval of arrangements.
5. Ensuring that each student comprehends how to utilise their access arrangements and in what situations they should utilise them.
6. Monitoring the usage of exam access arrangements to ensure they remain suitable and become the student's regular approach to working.

## 6.6 Medical conditions

Emirates International School Jumeirah complies with all Dubai Health Authority Guidelines to ensure a supportive environment for all students.

<https://www.dha.gov.ae/uploads/112021/804e26be-e894-4a5f-9174-f1913eec6467.pdf>

## 7. Monitoring and evaluation of SEND

Monitoring and evaluating the quality of provision offered to students is carried out by obtaining:

- All teaching staff feedback
- Student feedback
- Parent feedback
- Learning Support Assistant feedback
- Lesson observations, learning walks and book looks
- Intervention tracking
- IEP tracking

The monitoring processes are in place to ensure that the school is consistently reviewing and improving the effectiveness of all student provision.

## **8. Roles and responsibilities**

Our School Advisory Council plays a vital role in upholding our commitment to inclusive education. This body ensures compliance with UAE and Dubai's regulations for inclusive education, appoints a designated link governor for inclusion, and oversees the school's progress in alignment with our Department Improvement Plan.

### **8.1 The senior leadership team**

The Senior Leadership Team will provide strategic direction and guidance, ensuring that the school's inclusive ethos is embedded across all aspects of operations. They will oversee the formulation and implementation of inclusive policies, programs, and initiatives that promote equitable access to high quality education for all students, including those with diverse needs. The Senior Leadership Team fosters a culture of collaboration, professional development, and continuous improvement in inclusive practices. They will allocate necessary resources to support the effective provision of inclusive education, ultimately ensuring that each student is valued, respected, and empowered to achieve their full potential within a nurturing and diverse learning environment.

### **8.2 The Inclusion lead**

The Inclusion Lead will collaborate with school leadership, teachers, staff, and parents to craft a comprehensive and actionable inclusion policy. They will facilitate the development of strategies that cater to the diverse needs of all students, ensuring that the policy aligns with the school's vision for an inclusive education. By spearheading initiatives, providing guidance on best practices, and monitoring the policy's effectiveness, the Inclusion Lead will empower the entire school community to embrace inclusivity as a core value, ultimately enriching the educational experience for all students.

### **8.3 Teaching staff**

In alignment with the school's inclusion policy, teachers will play a crucial role in cultivating a truly inclusive educational environment. They will implement inclusive teaching practices that cater to the diverse learning styles, abilities, and backgrounds of all students. Teachers will collaborate with the Inclusion team and their peers to adapt curriculum materials, employ diverse teaching methodologies, and create a classroom atmosphere that fosters a sense of belonging for every student. By differentiating instruction, providing necessary accommodations, and



nurturing a supportive classroom community, teachers will ensure that each student has the opportunity to thrive and succeed academically and socially. Through their commitment to inclusion, teachers will contribute to a vibrant and enriching learning experience for all learners.

Policy version date	September 2023
Policy next review date	September 2024

### 9. Links with other policies and documents:

- Emirates International School Jumeirah Behaviour policy
- Emirates International School Jumeirah Safeguarding policy
- Emirates International School Jumeirah Anti bullying policy
- Dubai Inclusive Education Policy Framework
- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- UN Convention on the Rights of Persons with Disabilities and Optional Protocol

### Glossary of terms

KHDA The Knowledge and Human Development Authority	The educational regulatory body in Dubai, United Arab Emirates, responsible for overseeing and improving the quality of education and related services.
Inclusion department	The department responsible for providing support and accommodations to ensure all students can succeed.
LSA Learning Support Assistant	A trained individual who provides personalised assistance and support to students with diverse learning needs, aiding them in accessing and engaging with the curriculum.
SEND Special Educational Needs & Disabilities	Specific learning requirements or challenges that may require additional support to meet educational goals.



AEN Additional Educational Needs	Extra or specialised educational requirements beyond the typical curriculum, often to support optimal learning and development.
Graduated Response	A systematic approach involving incremental steps of support, intensifying as needed, to address individual educational needs effectively.
IEP Individual Education Plan	A tailored plan outlining specific educational goals, services, and accommodations.
SLCN Speech, Language and Communication Needs	Challenges or difficulties related to speaking, understanding, or communicating effectively, which may require special support or intervention.
ASD Autistic Spectrum Disorder	A developmental disorder characterised by challenges in social interaction, communication, and repetitive patterns of behaviour, often existing on a spectrum of severity.
ADHD Attention Deficit Hyperactivity Disorder	A neurodevelopmental disorder characterised by difficulties with attention, hyperactivity, and impulsivity.
MLD Moderate Learning Difficulties	A level of learning challenge that falls between mild and severe, requiring specialised support and adjustments in education.
SLD Severe Learning Difficulties	Significant challenges in acquiring skills and knowledge, often requiring extensive and specialised educational support for meaningful progress
PMLD Profound and Multiple Learning Difficulties	Severe and complex challenges in both learning and everyday functioning, often involving multiple disabilities and requiring highly specialised support.
SpLD Specific Learning Difficulties	Difficulties in acquiring specific academic skills or knowledge in areas such as reading, writing, or maths, typically requiring targeted educational support
VI Vision Impairment	A condition where a person's ability to see and interpret visual information is significantly reduced or impaired, often requiring specialised assistance or aids.
HI Hearing Impairment	A condition in which a person's ability to hear sounds is reduced, ranging from mild to profound, and may





	necessitate the use of hearing aids or other support.
PD Physical Disability	An impairment that affects a person's physical function, mobility, dexterity, or coordination, often requiring special accommodations or assistive devices to overcome limitations.
CATs Cognitive Ability Test	A standardised assessment designed to measure an individual's cognitive skills, including reasoning, problem-solving, memory, and other mental abilities.
EAA Exam Access Arrangements	Specialised accommodations or adjustments provided to students during exams to ensure they can demonstrate their abilities and knowledge on a level playing field with their peers.