



THE ENGLISH COLLEGE
D U B A I

PART OF
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Schools
Partnership

INCLUSION POLICY **2026-27**

AIM: (final result we are aiming to achieve):

- Ensure equity of opportunity for all students.
- Acknowledge that inclusive learning enriches the experience of all students.
- Demonstrate a commitment to teaching and learning that sets high expectations for all students and staff.
- Recognise that all teachers have a responsibility for all students in their class.
- Instil the belief at EC that effective teaching and learning is the key to successful inclusion.
- Support the concept of personalised learning and individualised programmes to ensure that students make optimum progress.
- Display a committed approach by providing: advice, guidance, training, development and resources to ensure students with additional needs can make progress.
- Recognise that in working together, evaluating and reflecting on our practice, we can learn from each other and increase our capacity to be inclusive.

RATIONALE: (The reason for which this policy has been written)

'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 and on an equal basis with other peers of the same age.' (KHDA, 2019)

At The English College, we provide an inclusive environment to our students of determination. We do our utmost to ensure that students with additional needs are catered for in the best possible way and that all teachers are aware of the expectations with regards to these students.

It is the policy of The English College, Dubai, that all students and staff are included. The Inclusion Leader and Inclusion department enables and facilitates teachers to adapt the curriculum and learning to meet the needs of all students. This policy sets out the roles, responsibilities and principles of inclusion and SEND provision at The English College, Dubai, for the academic year 2026/27.

The English College is committed to following the regulations, guidelines and legal requirements that focus on inclusive practice in the UAE (see appendices).

Inclusion at The English College involves:

- **Working in Partnership** – students, parents, teachers and professionals.
- **Sharing** – with all concerned, plans of action and support with the aim of ensuring forward progress.
- **Using Evidence-based Practice** – using methods and approaches that have been proven to work. However, they are regularly monitored to ensure the methods are successful.
- **Being Child Centred** – placing the student at the centre of plans for provision with the aim of meeting their needs. Encouraging students to take responsibility for their own learning and charting their progress.
- **A Developmental Approach** – Aiming for Personalised learning by individualising programmes according to need in order that students can achieve to their full potential. We recognise that all students learn in different ways and at different rates.
- **Aiming for effective Teaching and Learning for All** – 'Quality First Teaching' ensuring that all students in the classroom learn effectively. The SEND students' needs must be taught and supported in a way that ensures they make optimum progress.
- **Recognising that students learn in many ways** – Inclusion involves maximising opportunities the students have, e.g., from each other, teachers, extra-curricular activities and out of school experience

Legislation and Guidance:

This policy is written with reference to the DSIB Inspection framework (2017) and the UAE Schools for All - General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), in accordance with the Federal Law 29/2006 Regarding the Rights of Individuals with Special Needs. This policy is based on the statutory KHDA Inclusive Education Policy Framework and Guidance documents (2019).

This policy aims to ensure that The English College adheres to all standards of the Dubai Inclusive Education Framework (DIEF) (Published November 2017) including Standard 2.3: which requires schools to ensure that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai. The English College will therefore share students of determination information on the KHDA portal as per the framework protocol. Students of determination may include students in both the diagnosed and undiagnosed need category receiving inclusion provision and support as part of the revised KHDA Guide for Implementing the Categorisation System for Students of Determination (2025).

KHDA Categorization System for Students of Determination:

A strong emphasis is placed on the accurate identification of Students of Determination. The school follows the KHDA Categorisation Framework for Students of Determination (2025). Students with a formal diagnosis are identified under one of the 11 main KHDA categories. Students who present with evidence-based indicators of need, but do not yet hold a formal diagnosis, are identified using the barrier categories. A link to the Guide for Implementing the Categorisation System for Students of Determination (2025) is part of the Appendices section of this policy.

Admissions Procedures:

- The English College welcomes students from a diverse range of backgrounds, abilities, and learning profiles, and is committed to providing an inclusive learning environment where all students can thrive academically, socially, and emotionally.
- The English College is responsibly inclusive and follows UAE legislation and KHDA guidelines relating to inclusion and Students of Determination.
- Students with identified SEND or evidence-based indicators of additional needs are referred to the Inclusion Team during the admissions process to review the level of support required and determine whether the school can appropriately meet their needs within its current provision.
- Parents are expected to share all relevant reports and information during the admissions process to support effective planning and provision.
- Admissions decisions are made collaboratively by the school leadership and inclusion team, considering the student's needs, the support required, and the school's ability to provide appropriate provision. The school reserves the right to make admissions decisions based on its capacity and available resources to effectively meet a student's needs.
- Assessments and observations may form part of the admissions process to support student placement and identify any additional learning needs.
- Students requiring additional support may access interventions, accommodations, and, where necessary, Individual Learning Support Assistant (ILSA) provision. Where this level of support is required, a conditional offer of admission may be made and reviewed regularly in partnership with parents and relevant professionals.

Identification Procedures:

All students have their individual profile information with the data from various assessments carried out throughout the year. This includes standardized testing, formative assessments and observations carried through the academic year.

Students with a CAT4 (Cognitive Ability Tests) score below 90 in specific batteries will likely mean that they may have an underlying/ additional need or may need support including timely interventions. If the mean score is 90 or below, further assessments into their learning

needs may also be required if teacher observation and/or progress is below age appropriate levels for their specific year group.

Teachers may refer a student to the Inclusion Support Team if they feel that the student is not making age-appropriate progress and if they have concerns regarding their learning journey.

The Inclusion Support Team screens the student for possible barriers to learning. If these learning barriers are identified, parents are advised of the student's eligibility to Inclusion Support services.

A lack of formal diagnosis is not a barrier to receiving inclusion provision. If a student does have a formal diagnosis, this assessment report may need to be revalidated every 2 years, as per KHDA requirements. All students identified for inclusion support, either through internal screening or external formal diagnoses, will have their information classified with the KHDA as a Student of Determination (SofD). This is in accordance with KHDA requirements.

Students are also flagged during the admissions process to support early identification and ensure their support and interventions can be planned appropriately and their teachers can be given information ahead of the student joining the class.

Some students may also require additional support if their first language is not English. ELL support is provided by class teachers and learning support assistants under the guidance of school leaders.

Please see our school's Multilingualism/ELL/EAL Policy for specific guidance on this.

Identification of Students of determination is typically done by:

- Identification by a health work professional or a Paediatrician in early life
- Those who require additional in class support
- Timely interventions
- Cat4 scores of below 90 with considerable deficits
- Previous diagnosis of a learning need
- Discussions with parents, the concerned child and class teachers
- School reviews- gathering feedback from all relevant subject teachers
- Observations
- Assessment scores
- Data analysis
- Identification by an outside agency- psychologist or therapist

The English College has a variety of criteria to identify More Able and Talented students (MAT). See MAT policy for further information.

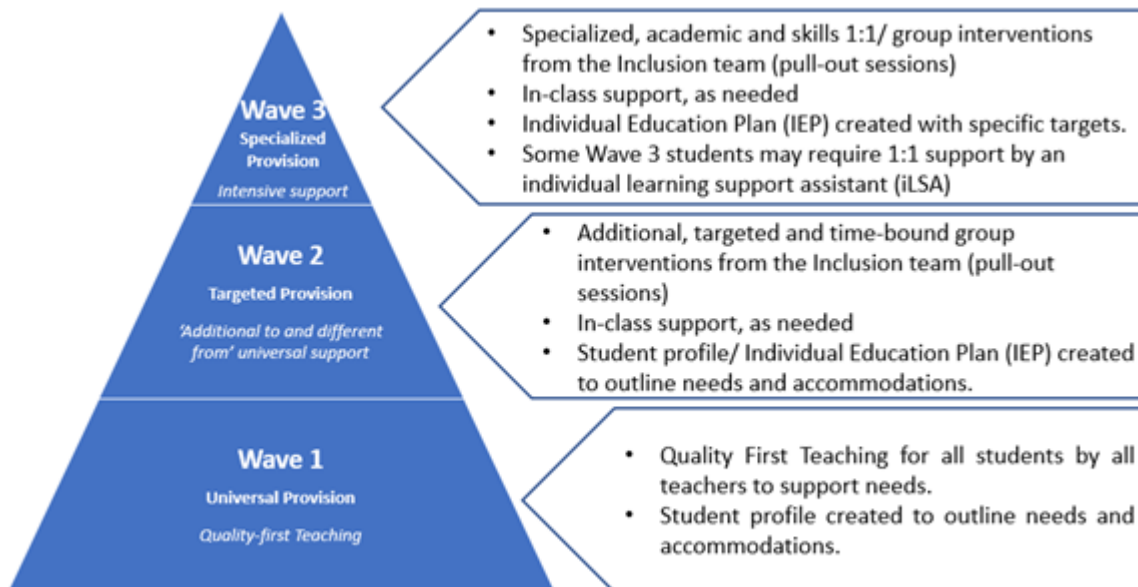
Provision and Support

Students enter the inclusion support program based on the identification procedures described in the section above of this policy. The Inclusion Support Team, along with the homeroom or subject teachers' input, works to cater to the student's needs during the school day through individualised support through in-class support and/or through withdrawal or pull-out sessions, based on the level of the student's needs.

The Inclusion Register is reviewed every term with students added on, moved and taken off the register according to updated observations and data. The Register is shared with staff so they have consistent access to this, with staff informed of appropriate updates. This includes the students' category of need, information relating to students and essential teaching strategies allowing teachers to cater for the needs of the individuals as a minimum expectation.

Wave Level Support:

Provision for students identified for SOfD targeted support is classified through the Waves (levels) of intervention model. In this model the support intensifies and becomes more individualized as the student moves higher up in the model. Based on the student's individual needs, the level of intervention is ascertained with the input of parents, teachers and the student. Wave 3 students with a high-level need may also be eligible for modified assessments, subject exemptions and tailored Language-B pathways. These provisions are, however, assessed on a case by case basis by the head of inclusion and SENCo.



Reasonable adjustments and Access Arrangements

The School will do its utmost to make reasonable adjustments for students of determination. This is to support them so that they are not placed at a disadvantage in comparison to a

person who does not have special needs. Following examples are what the English College typically includes in order to support our students of determination and make reasonable adjustments.

- Quality First Teaching with differentiated resources accessible to all Waves of provision.
- In-class support for students on the Inclusion register.
- Modelling answers and modifying teaching techniques.
- Providing equal opportunities for all students to take part in field trips, careful risk assessment is carried out before taking students of determination on trips.
- Students of determination are given equal opportunities to take part in representing the school at different events.
- In order to make reasonable adjustments, support may be provided in different ways.
- Support for additional learning, exam and accommodation arrangements in case of separate rooms and readers.

The School complies with JCQ (Joint Council for Qualifications) and exam board regulations and guidelines regarding exam access arrangements. The SENCO and the Examinations Officer oversee the procedures, processes and paperwork. Documentary evidence is held on file for any inspection.

At KS1 and KS2 level, external test access is ensured by providing necessary LSA support/resource support that aligns with GL guidelines.

Monitoring:

Students are tracked and monitored throughout the year and at every data entry point. If any patterns are observed, interventions are planned. Student support is tailored and/or adapted based on the patterns observed.

Inclusion and SEND Information Files

- Both SEND information and the inclusion register are available to all teaching staff after students are admitted to College. This register is confidential and not to be printed. The registrar has access to the admissions documents and student files alongside the Head of Inclusion, SENCO and Heads of School, where appropriate adaptations and modifications may need to be planned for before admission.
- The English College Improvement Plan has SEND items highlighted and reflects the Inclusion Department Action Plan
- The Inclusion Register for FS - KS5 is updated on a regular basis and shared with staff on a termly basis. This is a live document.
- Students on wave 1, 2 and 3 have learning plans or passports which are created and reviewed with input from parents, teaching and non-teaching staff as well as the students. SMART targets are set on these learning plans so progress can be measured over the course of the academic year.

- Staff are given access to the Learning plans via the Edukey platform.
- Tracking and Monitoring documents for students that are attending learning support lessons include: Interim Reports; NGRT (reading); GL testing; CAT4 data; Pupil Profiles; meeting with parents.
- Access Arrangement Register for KS3, 4 and 5, includes students qualifying for: Extra Time, Reader, Scribe, Computer use, Access to Assistive Technology, Supervised Rest Breaks etc.
- Information for prospective parents and guardians on the provision provided by the School is available from the Inclusion team.
- Procedures for the identification of Students of Determination are reviewed annually and shared with staff through the Induction CPD.

INCLUSION SUPPORT TEAM (IST):

Function:

'To generate an inclusive system of Education for students of determination.' Implementing Inclusive Education: A guide for schools (2019)

INCLUSION SUPPORT TEAM (IST) AND THEIR ROLES:

In accordance with the Dubai Inclusive Education Policy Framework, and under the strategic guidance of the Inclusion Governor, Mr. Rory Galvin, and the School Principal, Mrs. Emily Hopkinson, the Inclusion Support Team (IST) at The English College works collaboratively with key stakeholders to ensure effective support and provision for Students of Determination.

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Learning Support Teachers (LSTs) and Learning Support Assistants (LSAs) also form an integral part of the Inclusion Support Team (IST), working collaboratively to support the academic, social, emotional, and behavioural needs of students across the school.

Roles and Responsibilities

Head of Inclusion - Leader of Provision

- Administer or arrange for diagnostic testing as required
- Liaise with relevant personnel both internal and external in order to meet student needs
- Observe students in the classroom
- Run timely interventions/ support classes for students
- Provide support to students in their areas of need
- Devise and update Learning plans/appropriate provision
- Oversee Access arrangements
- Conduct a range of screening assessments, particularly at admissions
- Organise reviews and meetings
- Share information and raise staff awareness, including strategies to support targeted students
- Lead relevant CPD training for LSA's and teaching staff
- Provide evidence of progress of students with additional needs
- Maintaining appropriate individual and whole school records
- Review new admission files and make recommendations for students of determination coming into the school
- Hold transition planning meetings with relevant parties to plan support for students arriving at The English College and those moving onto the next KS.
- Line management of the Learning Support Assistants
- Liaise with school counsellor to identify SEMH students in need of intervention
- Reporting annually to the Board of Governors regarding the provision for and progress of SEND students

SENCO

- The SENCO will oversee the provision across the School for SEND students, supporting the Head of Inclusion in the planning and execution of the above roles and responsibilities
- The SENCO is responsible for planning, coordinating, liaising with, and delivering provision for students with SEND across the school. Reporting to and working closely with the Head of Inclusion, they will support the improvement of provision for SEND students across the school.
- They will work with Learning Support Teachers, Class/Subject Teachers and Learning Support Assistants to map out student provision across the school and ensure the level of support they are receiving both in the classroom and beyond is of the very highest standard.

- The SENCO is responsible for coordinating Exam Access Arrangements across the school. They are responsible for awarding appropriate access arrangements, updating the EAA register, liaising with staff and preparing the necessary paperwork.
- The SENCO is responsible for carrying out educational testing where deemed appropriate by staff who work with the child. This may be for investigating learning profiles or for the purposes of establishing eligibility for EAA.

Learning Support Teacher (LST)

- The Learning Support Teacher is responsible for the intervention, coordination, liaison and delivery of provision for students with SEND. Reporting to and working closely with the SENCO and Head of Inclusion, they will support in improving provision for SEND students across the school.
- The Learning Support Teacher, under the guidance of the School SENCO, is responsible for the creation, implementation, monitoring, and review of student learning plans, pupil passports, and progress reviews. These documents will be communicated to students (where appropriate), teachers, and parents in a timely manner throughout the academic year.
- The Learning Support Teacher plays a pivotal role in supporting students directly through not only overseeing the school's provision but also working directly with students through intervention to impact their quality of provision.
- They will work with Teachers and Learning Support Assistants to deliver and map out student provision across the school and ensure the level of support they are receiving both in the classroom and beyond is of the very highest standard.

Inclusion Champions

- Promoting ideas and modelling practice that supports the development of inclusive attitudes and approaches.
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills.
- Sharing information with senior leaders, including the Heads of Inclusion.
- Providing the motivation and support required for improvement over time.

Learning Support Assistants (LSAs):

- Learning Support Assistants are responsible for: working under the direction of the SENCO and LST.
- Collaborating with class teachers for support material required for in class learning support.

- Preparing required resources as per the lesson plan under the guidance of the class/subject teachers.
- Working closely with the class/subject teacher to ensure lesson material is differentiated/modified as per the learning requirement of the student.
- Reviewing material with student(s) as required.
- Supporting students in small groups and 1:1 as per the lesson requirement.

The student

- Be aware of, discuss and agree strategies and/or targets with the Inclusion team if appropriate.
- Attend Learning plan meetings and reviews if and when appropriate.

Class/Subject Teacher

- Adapt teaching approaches to reflect the range of needs within the class (Quality First Teaching)
- Arrange Learning Plan meetings with parents
- Be aware of the school's Inclusion Policy
- Monitor Progress and use in-class interventions and differentiation as much as possible
- Allow withdrawal from lessons where necessary and appropriate for the needs of the child
- Identify on planning deployment of additional support and/or resources
- Provide LSAs with required resources and differentiated material support for students
- Attend Case Conferences and review meetings on individual students, when required

Parents

- Parents are responsible for disclosing all relevant information relating to their child's needs, including medical records, psychological reports, therapy reports, and any other documentation required to support appropriate planning and provision within the school setting.
- Parents are expected to work collaboratively with the school and engage with recommended external agencies or specialist services, where advised by the Inclusion Team, to ensure appropriate support and intervention for their child.
- Adhering to the roles and responsibilities as part of the parent school contract.
- Supporting students as necessary; especially with follow-up home learning tasks, as set by the Inclusion team.
- Liaising with Inclusion Team/Pastoral Team or teachers, as necessary
- Attend IEP/Pupil Profile meetings with the teacher
- Attending any other relevant meetings (on a regular basis) as needed

APPENDICES (Relevant links to other policies or documents)

- The following policies are relevant to ensuring Inclusivity at The English College:
- Admissions Policy
- Anti-bullying Policy
- Safeguarding Policy
- Digital Safeguarding Policy
- Attendance Policy
- Literacy Policy
- MAT Policy
- Multilingualism/ELL/EAL Policy

Guide for Implementing the Categorisation System for Students of Determination (2025)

<https://web.khda.gov.ae/en/Guides/Categorisation-System-for-SOD>

The UAE Federal Law 29 (2006)

https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/11/United-Arab-Emirates_The-Rights-of-People-with-Special-Needs.pdf

Cabinet Resolution No. (3) regarding the Unified National Classification of Disabilities of People of Determination in the United Arab Emirates (2018)

<https://uaelegislation.gov.ae/en/legislations/1173/download>

Law No. (3) concerning the Rights of Persons with Disabilities in the Emirate of Dubai (2022)

[https://dlp.dubai.gov.ae/Legislation%20Reference/2022/Law%20No.%20\(3\)%20of%202022.html](https://dlp.dubai.gov.ae/Legislation%20Reference/2022/Law%20No.%20(3)%20of%202022.html)

The UAE School Inspection Framework

<https://www.moe.gov.ae/ar/importantlinks/inspection/publishingimages/frameworkbooken.pdf>

LEGISLATION

Dubai Inclusive Education Policy 2017 and Implementing Inclusive Education 2019.

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

Dubai Law 2014

<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>

Executive Council Resolution No. (2) of 2017

- Article 4 (14):
- Article 13 (16):
- Article 13 (17):
- Article 13 (19):
- Article 23 (4):

[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf)

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	07/03/2021	New Policy	Principal	April 2022
1	17/04/2022	Updated	Principal	April 2023
2	April 2023	Reviewed and modified with new staff and key terminology	WSLT	April 2024
3	20/06/24	Reviewed and modified	WSLT	June 2025
4	June 2025	Reviewed and modified	WSLT	June 2026
5	June 2026	Reviewed and modified	WSLT	June 2027