



## INCLUSION POLICY 2025-26

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

- Ensure equality 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 2025/26.

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

#### **KHDA CATEGORISATION OF NEED:**

**The Dubai Inclusive Education framework identifies four barriers to learning:**

- Cognition and Learning
- Social, emotional and mental health
- Physical, sensory and medical
- Communication and Interaction

**The UAE framework identifies twelve categories of barriers to learning:**

- Cognition and Learning - Intellectual disability, specific learning disorders, multiple disabilities, developmental delay (younger than five years)
- Social, emotional and mental health - Attention Deficit Hyperactivity disorder, Psycho - emotional disorders
- Physical, sensory and medical - Sensory impairment, Deaf-blind disability, Physical disability, Chronic or acute medical conditions
- Communication and Interaction - Communication disorders, Autism Spectrum Disorders

*Implementing Inclusive Education - a guide for schools 2019*). [Implementing Inclusive Education 2019](#)

#### **ADDITIONAL LEARNING NEEDS:**

##### **What are Additional Learning Needs?**

The term ALN refers to a '**greater difficulty in learning**' to encompass all learners whose learning needs are greater than their peers of the same age and which do not necessarily amount to SEND as defined in the Education Act 1996.

The term ALN is much wider in scope than the term '**students of determination**' in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individual learners.

#### **Identification**

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

ALN includes students who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers. School students may, therefore, require additional learning support if they have difficulty in learning because, for example, they have one of the 12 categories of disability and barriers to learning as previously stated but also repeated below:

- Intellectual disability
- Specific learning disorders
- Multiple disabilities
- Developmental delay
- Communication disorders
- Autism spectrum disorders
- Attention deficit hyperactivity disorder
- Psycho - emotional disorders
- Sensory impairment
- Deaf-blind disability
- Physical disability
- Chronic or acute medical conditions

Some students may also require additional support if they have:

- Gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers, school phobics or have attended a large number of schools due to family relocations;
- Experienced difficult family circumstances, e.g. due to bereavement.

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

Please see our school's ELL/EAL Policy for specific guidance around 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.
- Previous diagnosis of a learning need.
- Discussions with parents, the concerned child and class teachers.
- School robins- gathering feedback from all relevant subject teachers.
- Observations.
- Assessment scores
- Data analysis
- Identification by an outside agency- Educational psychologist, speech therapist or an occupational 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 and the Inclusion Register**

The Inclusion Register is reviewed every term with students added on 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.

#### **Monitoring:**

Students are tracked and monitored throughout the year and at every data entry point. If any patterns are observed, interventions are planned.

### **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 Inclusion Leader and Heads of School, where appropriate modifications may need to be planned for before admission.
- The Inclusion Department Action Plan is updated annually and reviewed
- The English College Improvement Plan has SEND items highlighted and reflects and aligns with 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 - is a live document.

- Students on wave 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, 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 is reviewed annually and shared with staff through the Induction CPD.

### **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 experiences.

### **Roles and Responsibilities**

The Inclusion Team at The English College consists of the following personnel and their roles in ensuring Inclusive Practice:

#### **Inclusion Leader:**

- 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 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.

The SENCO will oversee the provision across the School for SEND students, supporting the Inclusion Leader in the above roles and responsibilities, where also relevant.

They will work with 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.

### **Primary SEN Teacher**

The SEN Teacher is responsible for the intervention, coordination, liaison and delivery of provision for students with SEND across the Primary School. Reporting to and working closely with the Head of Inclusion, they will support in improving provision for SEND students across the school.

The SEN 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. The SEN Teacher for Primary will also support the Inclusion Leader with their roles and responsibilities where relevant.

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.

### **Secondary SEN Teacher**

The SEN Teacher works with the SENCO to provide support and intervention for students with SEND across the Secondary School.

The SEN 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.

### **Learning Support Assistants (LSAs):**

Teachers and support staff should be involved, as appropriate, in the development of the school's Inclusion policy. All staff need to be aware of the school's procedures for identifying, assessing and making provision for students with SEND.

Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing differentiated teaching, for example group teaching. Teachers should regularly examine their strategies

and methods to see if they can make improvements that will help all students to access the curriculum.

Learning Support Assistants are directed by the SENCO or SEN Teachers to assist students with SEND who require additional support in the classroom or targeted intervention. When in class, LSAs are directed by the teacher to assist those specific students as per the lesson plan.

All staff in the School who may come into contact with a student who needs additional support should be advised of the planned strategies for meeting the student's needs. Teachers may be asked to provide the Inclusion team with feedback on the student's progress as part of the review process.

The Inclusion Champion takes the necessary action to ensure inclusion and diversity objectives are achieved: they also ensure inclusion is an everyday reality. The Inclusion Champion supports, develops and drives Inclusion forward with the help of The Inclusion Support Team below.

#### **INCLUSION SUPPORT TEAM:**

##### **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:**

Asha Wadhwani	Deputy Head Teacher - Head of Inclusion	awadhwani@englishcollege.ac.ae
Lucy Walker	SENCO	lwalker@englishcollege.ac.ae

#### **Communication between the Inclusion Team and the Inclusion Support Team:**

The Inclusion Leader and their team meet on a regular basis to ensure that provision is appropriate for students and that any identified issues are addressed. The Inclusion Leader also meets regularly with their line manager to discuss provision. There is a referral system for staff implemented in regard to Inclusion, so that referrals can be made direct to the Inclusion team.

In the case that a parent contacts the school regarding provision for a child, the Inclusion Leader will gather information from staff before contacting the parent regarding findings. Where a formal diagnosis is in place and full paperwork is provided to the school,



curriculum and staffing will be adapted to suit the needs of these students. The school is fully inclusive and the Inclusion Leader's role is to support this by informing the Principal and the Board of Governors.

### **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

### **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
- Attend Case Conferences on individual students, when required

### **Parents**

- Supporting students as necessary; especially with follow-up home learning tasks, as set by the Inclusion Leader
- 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

## **REASONABLE ADJUSTMENTS AND ACCESS ARRANGEMENTS**

The School will do its utmost to make reasonable adjustments for people 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 college 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 KS 1 and KS 2 level, external test access is ensured by providing necessary LSA support/resource support that aligns with GL guidelines.

## **Diversity**

Diversity is defined along dimensions of race, ethnicity, gender, socio-economic status, age, ability, religious or other different ideologies. Diversity is the exploration and incorporation of these differences to enrich learning and in our classrooms.

All staff have a responsibility to ensure that all students and staff feel welcome and included in the school community regardless of their culture, ethnicity or race. In this context, Diversity refers to cultural and racial diversity. Students should feel safe to express their culture and share their culture with staff and peers where appropriate. To build a culture of inclusion, staff should always be positive about all cultures and avoid language rooted in stereotypes whether they be positive or negative.

Wherever possible, teachers should provide opportunities for students to explore different cultures and how it relates to the curriculum area that they belong to.

When using images in class, staff should try to ensure that the images reflect our diverse school community where appropriate. Images used in the classroom should reflect the diverse community we live in.

## **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

## **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](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)

## **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](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**

<b>Revision No.</b>	<b>Date</b>	<b>Brief Description of Change</b>	<b>Approved by</b>	<b>Next Review:</b>
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