



**Policy Name: Inclusion Policy
2025-26**

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‘Progress Beyond Limits’

1. Our Vision, Values and Aims

All children have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 5 of this Policy. Jumeirah College caters for students with a range of special educational needs and disabilities along with those who are More and Exceptionally Able (MEA/G&T). For information on MEA/G&T please refer to the relevant policy. Applications for admission to the school for children with special educational needs and disabilities are welcomed. Where necessary modification, adaptation and differentiation takes place to ensure ‘Progress Beyond Limits’.

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that, “special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.

Each teacher in Jumeirah College has a responsibility to teach students with a Special Educational Need or Disability (SEND) and students with Additional Educational Needs (AEN). This also includes students with English as an Additional Language (EAL) (see separate policy) and students identified as More and Exceptionally Able (G&T) (see separate policy).

Teachers are responsible for the learning, progress and outcomes of all the students in their classrooms. Teaching and learning is adapted, and the curriculum modified where necessary, to meet the needs of each individual student. Monitoring, identification, plans and support within Jumeirah College will be coordinated by the Inclusion Support Team. The Inclusion Team within the school is known as SfL (Support for Learning).

Our mission is to ensure that every student will reach their full potential holistically; this includes academically, socially, emotionally and physically, whilst feeling included, secure and valued.

There is a culture of respect for others and their learning.

The Principal is Mr. Nick Brain

The Inclusion Governor is Mrs. Jodie Quinn

The Inclusion Champion is Mr. Rob Kesterton

The Head of Inclusion is Fionnuala Nic Conmara f.nicconmara_jcd@gemsedu.com

2. Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Leaders of Inclusion in conjunction with the Inclusion Support Team.

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

Our whole school approach is encapsulated in the following objectives in line with section 6.2 of the SEND Code of Practice (UK, 2015) which states:

- we use our best endeavours to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, 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 when special educational provision for a student is required;
- we provide support, advice and training for parents and staff working with students with SEND.

Inclusion Statement

"Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community."

(Dubai Inclusive Education Policy Framework, p.53)

Legislation

Jumeirah College works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai Article 4 (14), Article 14 (16), Article 13 (17), Article 13 (19), Article 23 (4).
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- as well as the SEND Code of Practice (UK, 2015)

Admission

Jumeirah College is highly committed to being an inclusive school which admits students with a variety of needs including those who are gifted and talented, special educational needs, or have physical, emotional, social, cultural or language challenges. For further information about the admissions process please refer to the Admissions Policy.

Identification of Need

“Jumeirah College is committed to identifying and addressing barriers to social, emotional, and academic inclusion. We continuously work to remove these barriers so that every student can succeed.”

Delivery of Learning

Teachers will provide differentiated learning opportunities for all students and provide materials appropriate to children’s interests and abilities. This ensures that all students have full access to the school curriculum.

Ensuring Progress

Jumeirah College is committed to ensuring that all students have access to high quality pastoral, teaching and learning support to ensure that their personalised learning pathway meets their individual needs.

At Jumeirah College, we recognise three groups of students whose needs go beyond the typical classroom profile:

- **More and Exceptionally Able**
- **Students of Determination / Special Educational Needs (SEND)**
- **English as an Additional Language (EAL) / English Language Learners (ELL)**

The College has dedicated policies and procedures for identifying and supporting students in these groups. These include clear guidance on identification, intervention, personalisation, differentiation, and provision of support.

Students

Students are regularly consulted with respect to their personalised pathway. The school has an embedded ethos of student assessment, feedback, reporting and pastoral care. Students are encouraged to be welcoming of others and are taught to celebrate their differences.

All students with a SEND and many with an AEN are provided with a learner profile. This is written in collaboration with the students and their parents. It includes a section on their strengths, challenges and most importantly student voice. This section allows students to express what teaching strategies work for them. Once the learner profile has been approved by their parents, it is sent to their teachers and uploaded onto the provision map.

Parents

Collaboration between parents and the school results in a more inclusive educational environment. Ascertaining parents' opinions is essential as parental satisfaction, along with their involvement in their children's education, results in an increase in their child's educational progression. Therefore, in Jumeirah College we strive to ensure the communication between the school and parents is continuous. This communication takes many forms:

- Continuous SfL parent consultations
- Coffee morning events for parents of children supported by SfL.
- Parent teacher meetings
- A comprehensive reporting cycle
- Parent voice is welcomed, and an open-door policy is in place for the parents.
- Parents are encouraged to work collaboratively within the school community
- Head of Inclusion attends Parent's Committee AGM
- End of year survey to parents.

Teachers

High quality recruitment and continuous professional development results in committed professionalism of a highly inclusive nature. The Head of Teaching and Learning in Jumeirah College ensures professional development is provided, many of the topics pertain to inclusion. The HoI also provides and facilitates professional development for teachers. A questionnaire was developed in order to ascertain where teachers felt they required additional support.

Wider Community

Jumeirah College has a programme of work which includes working alongside the wider community and external agencies.

Inclusion Support Team

Jumeirah College has a whole school community approach which is led by an Inclusion Support Team. This is composed of the Vice Principal, Head of Inclusion, Inclusion Champion, Inclusion Governor, Teacher, learning support assistants, student and a parent. The Inclusion Support Team collaborates with many teams within the school.

Inclusion Support Team	
Rob Kesterton	Inclusion Champion
Fionnuala Nic Conmara	Head of Inclusion
Jodie Quinn	Inclusion Governor
Kathryn Stubbs	Parent Representative
George Stubbs	Student Representative
Yashvi Javeri	Student Representative
Louise Orr	Teacher Representative
Martin Loftus	Learning Support Assistant Representative
SfL Team	
Fionnuala Nic Conmara	Head of Inclusion
Deirdre Fitzpatrick	SENCO: Learning Support Teacher
Fauziah Farouk	SENCO: Learning Support Teacher
Admira Mehmedinovic	Learning Support Teacher
Syed Sarmad	ELL Teacher
Denise Allan	Learning Support Teacher
Katy Hanson	Learning Support Teacher
Monowara Begum	Learning Support Assistant
Shireen D'Souza	Learning Support Assistant
Shalini Mehta	Learning Support Assistant
Nick Rungurua	Learning Support Assistant
Martin Loftus	Learning Support Assistant
Shireen D'Souza	Learning Support Assistant
Yusuf Kadu	Learning Support Assistant
Eram Karim	Learning Support Assistant
Fatma Naseeb	Learning Support Assistant
Gemma Kinsey	Learning Support Assistant
David Mukwaya	Learning Support Assistant
Shouq Alblooshi	Learning Support Assistant
Mansour Al Ali	Learning Support Assistant

Pastoral Support	
Sam Pedder	Vice Principal - Pastoral and Wellbeing
Michelle Ryan	Assistant Principal - Head of Sixth Form
Krupa Sam and Nicola Kesterton	School Counsellors
Mark Cahalane	Assistant Principal - Student Experience
Nichola Ford	Assistant Principal - Head of KS3 & More and Exceptionally Able Co-Ordinator
Alan Kinsey	Assistant Principal - Head of KS4 & Emirati Students
Sara Benish	School Doctor
Megan Brady	Head of Year 13
Angela Balfe	Head of Year 12
Megan Scott	Head of Year 11
Laura Radcliffe	Head of Year 10
Nicola Deans	Head of Year 9
Sophie Burrows	Head of Year 8
John Woolcock	Head of Year 7
Student Inclusion Committee	
George Stubbs	Student Inclusion Lead
Yashvi Javeri	Student Inclusion Lead
Kei Huq	Student (yr13)
Mihika Rustagi	Student (yr12)
Divye Sitlani	Student (yr12)
Astrid Woodward	Student (yr10)
Aum Chainani	Student (yr 9)
Ferdinand Trzcinski	Student (yr 8)
Ali Morsi	Student (yr 8)
Shiv Vohra	Student (yr 7)

3. Identifying Special Educational Needs

3.1 The purpose of identification

At Jumeirah College, all students are assessed regularly through both formative and summative methods to ensure appropriate progress.

Through these ongoing and holistic assessments, teachers, senior leaders, and the Support for Learning (SfL) team identify any barriers that may impede learning.

The purpose of identification is to enable the SfL team, in collaboration with students, parents, teachers, and external professionals, to design and implement targeted actions and interventions. This ensures that barriers impacting progress, attainment, or wellbeing are effectively addressed and removed.

3.2 Categories

In 2019, the Government of Dubai released a 'Revised Categorisation Framework for Students of Determination (2019-2010).

The following categories are therefore used within the school. These categories are utilised on the provision map to ensure teachers are familiar with the correct terminology.

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

As an English Curriculum School, Jumeirah College will also work within the guidelines of the United Kingdom SEND Code of Practice, 2015 where appropriate. The Code of Practice includes four broad categories of need as outlined in sections 6.28 to 6.35.

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Need

Students at Jumeirah College may present with one or more of the following difficulties:

- Falling well below the age-appropriate expected level of attainment
- Specific difficulties in literacy - dyslexia
- Specific difficulties in handwriting- dysgraphia
- Specific difficulties in mathematics - dyscalculia/Acalculia
- Dyspraxia/Developmental Coordination Disorder
- Weaknesses in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below the level of their peers
- Attention Deficit Hyperactivity Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these challenges)
- Processing difficulties and/or working memory challenges
- Difficulties arising from disrupted educational experience
- Sensory Processing Difficulties
- Autism Spectrum Condition
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

3.3 Attendance and Punctuality, Health and welfare

The senior leaders and pastoral teams will contact parents with any concerns regarding the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy)

3.4 English as an Additional Language (EAL)

The SfL Department, in line with section 6.26 of United Kingdom's, The SEND Code of practice, 2015' will look carefully at all aspects of a young person's performance in different areas of learning. This will establish whether lack of progress is due to EAL, ELL or SEND. Please refer to the EAL Policy.

4. Graduated Response

4.1 Identification Flowchart

The following outlines how Jumeirah College supports students with additional learning needs. The actions are not bound to a fixed timeline; the process is tailored to the nature and severity of each individual concern.

The views of students and parents are central to this process and are included at every stage of information gathering.

The purpose of the SEND Pathway is to remove barriers to learning through the use of assessments, learner profiles, Individual Education Plans (IEPs), and personalised provisions that respond directly to the needs of each student.

Identification may be initiated by students themselves, parents, teachers, external professionals, or through school-wide data and monitoring processes.

The Support for Learning (SfL) Team will gather information from the sources listed below. This will inform the design and implementation of interventions, as well as their delivery, monitoring, and review.

General Identification Pathway

Support for Learning Referral Pathway 25-26

1. A referral may be made by conversation, email or referral form completion:
 - Student
 - Parent
 - Staff (teacher, pastoral, etc.)
 - Data analysis by HoI
2. The following information collation may take place:
 - SfL will check:
 - Student Support Team: Pastoral Vice-principal, HoY, Counsellor
 - Academic Team: Teachers, Department Heads (Round Robin)
 - Class Charts data
 - Admission file for previous school information
 - GL School data: CAT4, PASS, Progress Tests
3. If required:
 - Initial parent contact made
 - History of need sought
 - Permission sought if required for:
 - Intervention or further internal assessment e.g., literacy tests EXACT, WIAT, DASH-Handwriting review.
 - Student conversation (dependent on year group)
4. If appropriate next steps may include:
 - Recommendation for a psycho-educational assessment
 - Medical assessment
 - IEP/Learner profile
 - Tracking and Monitoring in place
 - Continuous 360° feedback

4.2 The Register/Provision Map

The Register is maintained by the Head of Inclusion. The Register is in the form of a spreadsheet and kept on the School Google Drive; Data Protected in line with School Policy. The Head of Inclusion is responsible for maintaining the content. All staff are responsible for ensuring that they are familiar with the content and then utilise the information into their planning, delivery and assessment processes. Training is provided to new staff at the beginning of the year on how to navigate the register.

4.3 Classification of SfL students

Jumeirah College will classify students with any additional need in accordance with the KHDA 2015-16 framework, as defined below.

Special Educational Need and Disability (SEND) (identified)

- *have an educational need that is different from those of the majority of students.*
- *and which arises from the impact of a known 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*
- *arises from the impact of a known disability or recognised disorder (but may be under investigation).*

Additional Educational Need (AEN) (Unidentified)

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

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

Jumeirah College acknowledges that they must ensure that the needs of students with SEND are accurately and wholly identified as early as possible in order for strategies to be effective. The SfL team will do this in accordance with the Section 4.1 flow chart above.

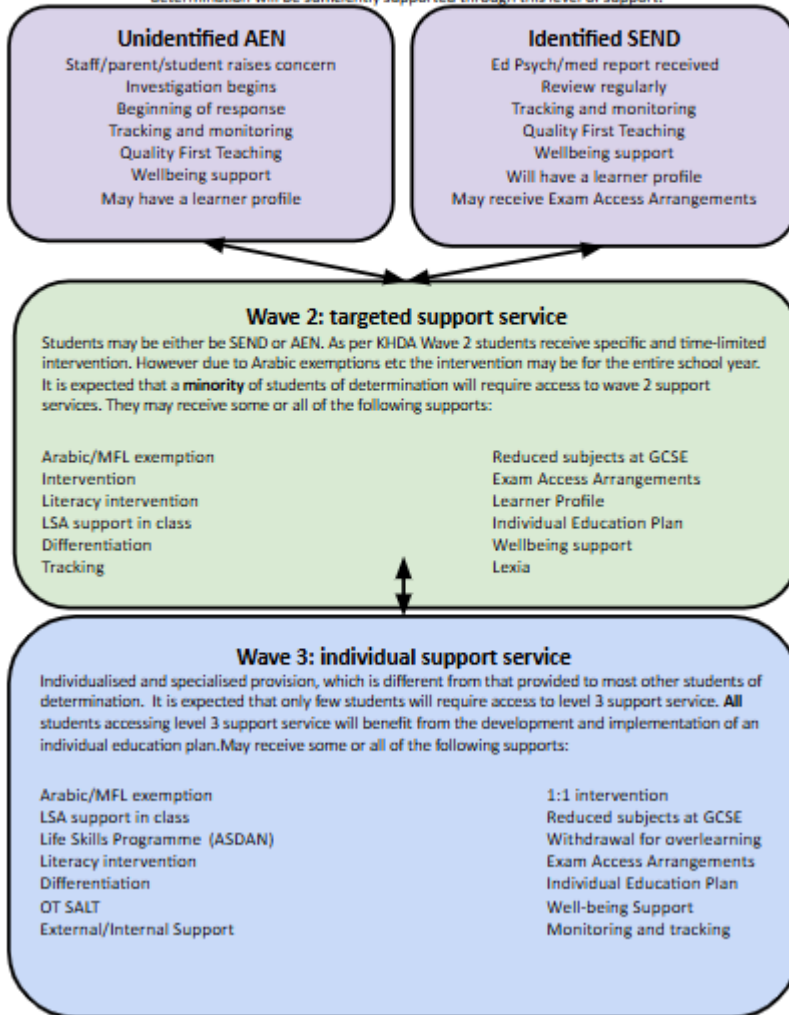
Parallel to this, students will be aligned with the graduated response as seen below:

Graduated Response

Edit: September 25

Wave 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.



4.4. Graduated Approach

Teachers are supported with a comprehensive graduated approach, tailored to the specific challenges students may experience. This provides them with detailed, practical strategies to implement in the classroom.

These strategies are set out in the *Sparkling GEMS* handbook, which has been recently updated to reflect best practice in inclusive teaching.



A Graduated Approach to Support

	Description	Questions to Ask
Level/Tier 3 LSA 1:1 Support SGEP (IEP) Strategy Bank Inclusion Teacher Support	A Level/Tier 3 student may: - Requires regular LSA support for learning and routines. - May be working with therapists or external specialists. - Has personalised targets focused on key areas of need. - Follows an adapted or alternative curriculum. - Needs highly individualised lessons to access learning. - Supported by a collaborative team including school and family.	- What assessments or insights help us understand the student's strengths and needs? - Are any professionals currently supporting the student? - What environments or strategies have helped them thrive? - What worked well in their previous school setting? - What is their preferred or home language? - What past support was most effective? - What are their key strengths, preferences, or support needs?
Level/Tier 2 Focused Student Profile Intervention Targets Inclusion Teacher Support	A Level/Tier 2 student may: - Participates in learning with growing confidence and independence. - Accesses core lessons at an appropriate level. - Uses visuals to support understanding. - Uses familiar vocabulary in reading, writing, and speech. - Beginning to grasp more complex language and instructions. - Still benefits from some support in lessons. - Follows short, familiar instructions. - Needs help with subject-specific vocabulary.	- What do we know about the student's learning profile and support needs? - Are any specialists or external professionals involved? - What factors impact access, and what strategies have supported engagement? - What worked well in their previous school setting? - What languages do they use and understand best? - What past support (including targeted or intensive) has been most effective?
Level/Tier 1 Focused Student Profile	A Level/Tier 1 student may: - Engages in whole-class activities with increasing independence. - Benefits from classroom support for reading, writing, or maths. - Interacts confidently and forms positive peer relationships. - Uses classroom strategies or prompts to stay engaged.	- What are the student's strengths, interests, and learning preferences? - Which strategies have helped them feel confident and included? - How do they respond to new routines or learning? - Where might they benefit from extra support or modelling? - Are there cultural, language, or family factors to consider? - How are we ensuring access, belonging, and full participation?

4.5. Quality First Teaching

Teachers play a vital role in the implementation of inclusion. Inclusive teaching practices include differentiation, collaboration, and the ability to respond to the needs of individual learners. These practices are required to enable all students to meet their educational goals.

However, appropriate teaching strategies are not sufficient, a positive attitude is also a crucial component of inclusive teaching. Teacher mindset strongly impacts teachers' provision of inclusion. When a student is unable to complete a task, teachers need to reflect on what the potential barriers to learning are. Teachers are encouraged to use the strategies outlined in the tables above but also in the IEPs and learner profiles.

Quality First Teaching is the delivery of lessons which are differentiated or modified for personalised learning. This enables all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes. This includes students who access SfL services.

Where progress is less than expected for a student not associated with SfL, the teacher will follow the SfL Pathway shown in Section 4.1.

Jumeirah College strives to ensure each student makes outstanding progress, relative to their identified needs.

4.6. Sparkling GEMS

Gems have created a guidebook to support the teaching and learning of students with SEND. It focuses on the graduated approach to SEND, in line with KHDA recommendations (as above). It also breaks down different learning needs into what teachers might see and what can help.

4.7. Curriculum

All students should have access to a broad and balanced curriculum in line with KHDA regulations. Teachers must set high expectations for every student, regardless of their prior attainment. Teachers at Jumeirah College use appropriate baseline assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual student's progress. Students with SEND will access the school curriculum, unless they have an official exemption, or student needs are so high that they require additional modification.

Where specialist support is required, students may be withdrawn for intervention. There are alternative pathways in place for wave 3 students. 3 students are currently in year 11 taking the Towards Independence ASDAN programme

4.8. Reviewing quality of teaching and learning

All teachers at JC engage in lesson observations to secure consistently high standards of quality teaching and learning, including for students of determination. Peer observations are embedded to encourage reflective practice and professional dialogue across departments.

Support for Learning (SfL) play an active role in this process, conducting and recording learning walks on Step Lab under *SfL Learning Walks*. The analysis of these visits directly informs professional development priorities, ensuring that areas for improvement are targeted and responsive to student needs.

High-quality practice identified through observations is also celebrated. Strategies that have been seen to make a tangible difference for learners, particularly those with SEND, are shared through the weekly *Teach Meet* professional development sessions. This ensures that effective methodologies are disseminated across the staff body and embedded into everyday classroom practice.

4.9. Improving teachers' understanding

The Head of Inclusion will ensure that all staff are fully informed of the students identified on the SEND register. When students are newly identified or learner profiles updated/written, teachers will be emailed immediately. Staff are supported through training and regular meetings. The SfL Team will provide information on strategies, documentation, training and identification of students to inform practice and upskill knowledge of SEND. All teachers are required to complete formal external training - KHDA Mandatory Professional Development, in addition to internal sessions.

5. Managing students' needs on the SfL Register

5.1. Individual Education Plans (IEPs)

IEPs are created for students in wave 3 and some students in wave 2, as outlined in **Section 4.3**, and have followed the pathway in **Section 3**. This system is used to assess, plan, implement and review any identified SEND provision. The IEPs are a student's 'roadmap' for their removal of barriers. They are written in consultation with the students and their families. Teachers are invited to contribute also. This is more challenging in the secondary context as not all targets pertain to each subject. However, teachers are encouraged to review the targets and teaching strategies outlined and implement them. Some of the targets may have a social/emotional focus and therefore be the responsibility of every teacher to support. The IEPs are reviewed termly with all stakeholders. Targets may continue if they were not achieved in one term.

5.2. Learner Profiles

The majority of students with Wave 1-2 SEND/AEN have a learner profile. This document is written, and on a needs basis updated on a yearly basis. It allows teachers to have a snapshot of the students' strengths, challenges, exam access arrangements and provision of support. More

importantly it serves as a communication tool between the student and their teachers. It allows the student to voice preferred teaching methods. Students are encouraged to update the strategies over the course of the academic year as their requirements change.

5.3. Provision

The level of provision is decided by the Head of Inclusion alongside stakeholders.

Each student has a different need and a different level of required support. The services Jumeirah College offer include:

- Life Skills ([ASDAN](#)) programme
- 1:1 specific intervention
- Small group intervention
- In-class LSA support
- Dyslexia screening and intervention (not identification)
- Lexonik Leap, Advance and Vocabulary
- Adapted curriculum (e.g., reduced GCSE)
- Specialised curriculum
- Extra-curricular activities such as peer mentoring
- Use of technology e.g., Lexia
- ELL lessons
- Exam Access Arrangements

5.4. Review: Student Progress Meetings

Each year group is reviewed holistically every three weeks by the student progress group. The student progress group includes:

- Head of Inclusion
- College Counsellor
- Pastoral Vice Principal/Head of 6th Form
- Head of KS3/KS4
- Heads of Year
- Career's Counsellor (6th form meetings)

The team reviews both the provision map and the referrals list, and reviews students as needs arise.

6. Criteria for being removed from registers

All students have their identified needs and/or intervention programmes reviewed regularly. The graduated response is a fluid process, and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register.

- Student Progress Meetings
- Assessments
- Teacher feedback
- Class observations
- IEP/LP target reviews
- Parent feedback
- Student feedback

The Head of Inclusion will decide if a student's placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing.

7. Supporting students and families

7.1. Internal Support

During the identification process it may be necessary for a student to be referred to a specialist assessor within the SfL department. Mrs. Fauziah Farouk has the CCET and AAT qualifications. She is qualified to do psychometric testing, and to identify students who will qualify for exam access arrangements. We also have a team of teachers and learning support assistants who are able to offer support in dyslexia, autism, social and emotional needs, wellbeing and English as a Second Language, whose expertise may be accessed on a need's basis.

7.2. Engagement with External Professionals

Where appropriate, the Head of Inclusion will guide parents to recognised external professionals. All external professionals engaged by the school must be known to the institution, have read and acknowledged the Safeguarding and Child Protection Policy, and sign a Confidentiality Agreement prior to working with students.

Parents are expected to provide the Head of Inclusion with copies of any external assessments undertaken, along with the full contact details of the external agency or professional involved.

7.3. Parental Involvement

The involvement of parents is a key factor to the success of the provision for students with special and/or additional educational needs. Ongoing parental engagement is encouraged and the SfL team offers regular workshops, review meetings and operates an open-door policy. Where possible, the Head of Inclusion attends whole school functions such as Parents' Evening, Awards Ceremonies, PTA events etc. to remain accessible. The Head of Inclusion's email address is widely available.

7.4. Admission arrangements

The Admission Arrangements and Policy can be found on the school website. The procedures are aligned with the expectations of international best practice as guided by Section 3.1 of the KHDA inspection handbook.

7.5. Examinations

Within Jumeirah College students receive the appropriate exam accommodations for internal exams, according to the provision recommended by their educational psychologists' report. When students reach GCSE and A Level, they will receive Exam Access Arrangements as required in line with the school policy on EAA and the [JCQ Access Arrangements, Reasonable Adjustments and Special Considerations Regulations and Guidance](#). This is updated on a yearly basis.

7.6. Medical Conditions

We use the 'School Health Guidelines Manual for Private Schools in Dubai' by Dubai Health Authority for managing the medical conditions of students.

7.7. Standard School Service

Within Jumeirah College we adhere to the regulations, as set out in the Dubai Inclusive Education Policy Framework Directives and below lists our adherence to the Standard School Service.

- The Head of Inclusion is Fionnuala Nic Conmara
- SfL has two SENCOs who are also learning support teachers.
- SfL has one learning support teacher specialising in ASDAN
- SfL has one learning support teacher, supporting students with their curriculum support in math
- SfL has one learning support teacher, supporting students with their curriculum support in English and science
- SfL has one ELL teacher supporting students learning English.
- SfL has 13 school funded Learning Support Assistants who support students both in lessons and in withdrawal support.
- The College has two full time College Counsellors
- The College has a teacher dedicated to Teaching and Learning
- The College has multiple levels of pastoral support and dedicated staff
- The College conducts CAT 4, GL Progress Tests and PASS across the whole school at a variety of points for each year group. PISA every three years (Years 10-11), and PBTS (Year 10) in the non-PISA years. PBTS is the Pisa Based Testing System. TIMSS is administered every three years (Year 9). TIMSS is Trends in Maths and Science Study.
- Two members of the SfL team are registered Qualified Test Users with a Certificate of Competence in Educational Testing and are Members of the British Psychological Society. As such we also administer the New Group Reading Test (NGRT) YARC, LADS, LUCID, Weschler Individual Achievement Test (WIAT-III) and the Comprehensive Test of Phonological Processing (CTOPP).
- The College has a wide range of physical resources to support learning experiences in common learning environments, including access to resource rooms and learning support spaces.
- The vast majority of students (Wave 1 and 2) supported by SfL with SEND/AEN have Learner Profiles. This ensures teachers have a clear understanding of the students' needs educationally and emotionally.
- A minority of students (Wave 2-3) are provided with Individual Education Plans to support students' access to specialist provisions.
- Each curriculum area modifies the curriculum and ensures appropriate adaptations.
- Small groups or one to one sessions are delivered by all teaching and support staff.

- The vast majority of LSA support is currently provided free of charge.
- Students have access to training in assistive technology.
- Parents and students have access to school-based specialist support and guidance.
- Students and Staff have consistent access to support and training in Child Protection, Safeguarding, Health and Safety, Lockdown and Evacuation and other emergency procedures.
- The College regularly conducts physical environment assessments to identify and mitigate risks that can be relevant to the students.
- Each department has a subject inclusion lead. This role involves creating an action plan to support students with SEND and acting as a conduit between SfL and their department.
- Many departments offer their own intervention lessons also.

8. Monitoring and Evaluation of SEND

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

- Staff views
- Student views
- Learning Journeys/Journals
- Parental feedback
- Lesson Observations
- Tracking evidence of students on IEP / LPs
- Learning walks
- IEP / LP targets achieved
- School SEF

The purpose of regular monitoring and evaluation is to promote an active process and atmosphere of continual review and improvement of provision for all students.

9. Training and Resources

9.1. Training

Internal training is led by the Head of Inclusion to ensure all staff understand the learning needs of Students of Determination and are equipped with the skills to support them effectively. Training is delivered through professional development sessions, publications, and whole-school workshops. Whole-school PD is also led by the Head of Teaching and Learning and incorporates the latest evidence-based strategies in line with the SEND Code of Practice.

External training is mandatory for all teaching staff and is delivered in accordance with KHDA licensing requirements (Mandatory Units) and GEMS programmes, such as the *English Inclusive Education Practices Programme*.

All training is aligned with the Jumeirah College Professional Development Policy to ensure consistency and impact.

9.2. Induction of new staff

The Head of Inclusion will present to the new staff on four different occasions. The first presentation will explain the history and context behind inclusion in private schools in Dubai. Next, there is a workshop on navigating the provision map, learner profiles and how to book exam access arrangements. The third session will be during the whole school presentation, which will focus on the whole provision of inclusion for the year ahead. Finally, the head of inclusion will present to the new teachers on supportive teaching strategies for students with SEND. The Head of Inclusion will also be available to answer any questions new staff may have.

9.3. GEMS Network Meeting

The Head of Inclusion will meet regularly to share best practice and keep up to date with local and national incentives. This will also ensure consistency across the GEMS schools. A member of SLT will be invited to attend these meetings where appropriate.

10. Roles and Responsibilities

The Principal, Inclusion Governor, Inclusion Champion, Head of Inclusion, Support Teachers, Learning Support Assistants and Classroom Teachers will adhere to the responsibilities laid out in the Dubai Inclusive Education Policy Framework Implementation Guide of 2019.

10.1. The Head of Inclusion

The day-to-day provision for SEND is the responsibility of the Head of Inclusion. However, as the provision involves all aspects of school learning, the responsibility will include leaders across the school, as well as individual teachers.

The role of the Head of Inclusion is to:

- ensure that Inclusion Audit and Dubai Inclusive Education Policy Framework and associated legislation is being implemented including the implementation of an inclusive education support team;
- work alongside learning support teachers, class teachers and senior leadership to provide effective provision, training, support and knowledge;
- ensure data is accurately recorded on the tracking system and that any planning for learning and teaching is consistent with whole school educational policies and practice.

10.2. Class Teacher

Class teachers are expected to plan students' learning to be directly related to their student's Learner Profiles and/or specific needs as stated in the KHDA Inspection Handbook. Teaching may be on an individual or group basis and involve specialist teachers or learning assistants.

10.3. Learning Support Assistants LSAs

The role of the LSA is to:

- work under the direction of the Head of Inclusion (line manager);
- collaborate with the class teacher to support students with a Learner Profile and/or IEP in the classroom;
- work both within the classroom, small groups and one to one, to support students who have identified and unidentified learning needs;
- encourage and support with activities outside of lessons to enable them to participate as fully as possible e.g., mentoring, support programmes, movement about the building and accompanying students on school trips.

10.4. Learning Support Specialists

A Role Description is available in Appendix 6. The role of the Learning Support teacher is to:

- work under the direction of the Head of Inclusion;
- to support other teachers to plan and deliver high quality lessons;
- to work alongside teachers to support specialist differentiating
- to support in school training;
- to contribute to the Learner Profiles;
- to maintain an 'Inclusion Plan' for their respective departments.

10.5. Wellbeing

The Head of Inclusion works closely with the wellbeing team to ensure the wellbeing of students of determination as a priority. SLT shares the results of the PASS data and Class Charts check ins with the HoI. The Head of Inclusion communicates daily with the school counsellor to share feedback from meetings with parents and students and data from psychological educational reports which highlight anxiety/depression as a concern. The student progress team meets regularly with the Head of Inclusion to ensure transparency and sharing of data and to plan for the provision of support. The head of inclusion will work alongside the counsellor and the assistant principal for student experience, to write a student wellbeing policy and plan.

Students with social and emotional needs are supported in SfL. This may include:

- Space to study (6th Form students)
- Encouraging students to participate in ECAs to support their needs (mindfulness colouring/yoga/public speaking/running club/drama)
- EAA for students when teachers note their teaching and learning is affected.
- Encouragement and guidance from the SfL department.
- Supportive targets and strategies on their IEPs/learner profiles.

10.6. Medical

The school doctor and nurses are responsible for meeting the medical needs of students and will

work with the Head of Inclusion to ensure transparency and sharing of data.

10.7. Safeguarding

A Designated Safeguarding Leader will meet with the Head of Inclusion weekly to ensure transparency and sharing of data.

11. Storing and managing information

SEND information is stored on the school management system and complies with the Data Protection Act and is being amended to comply with GDPR.

12. Reviewing the Policy

The Inclusion Support Team will review the Policy annually with the Head of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with best international practices.

13. Dealing with complaints

Complaints should be made in writing directly to the Head of Inclusion and/or Senior Leadership Teams.

This policy was reviewed in September 2025.

Next review September 2026.

ملحق 1: فهرس المصطلحات Appendix 1 - Glossary of terms

Special Educational Needs (SEN)	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.
تباينات التعليم الخاصة	- لدى هؤلاء احتياج تعليمي مختلف عن ما يتلقاه غالبية الطلبة - وهذا الاحتياج ناجم عن إعاقة ما أو اضطراب محدد، وهؤلاء قد تم تشخيصهم من قبل جهة مختصة.
Additional Educational Needs (AEN)	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 (i.e., internally assessed literacy issues with intervention) 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
الاحتياجات التعليمية الإضافية	- لدى هؤلاء احتياج تعليمي مختلف عن ما يتلقاه غالبية الطلبة، ولكن - احتياجهم ليس ناجماً عن إعاقة أو اضطراب محدد (مثال: من تم تشخيصهم داخلياً بأنهم بحاجة لمساعدة وتدخل في عملية القراءة والكتابة وأيضاً خاللاً أداء المتحانات). - أو - قد لا يكون لديهم احتياج تعليمي مختلف عن غالبية وبقية الطالب، لكن * احتياجهم يظهر نتيجة لوجود إعاقة أو اضطراب محدد لديهم
Graduated Response	The graduated response consists of dividing students into three levels of support needs. Wave 1 students are supported by quality first teaching, Wave 2 require learning support intervention to close the gap between them and their peers and Wave 3 are students with an identified SEND and therefore an IEP/MAP
الاستجابة المتدرجة لدعم الطلبة	المستوى الأول للدعم: طالب يستجيبون لدروس عالية الجودة.

	المستوى الثاني للدعم: يحتاج الطالب إلى معلم مساعد لكي يضمن أن المعلومة وصلت بشكل تام وصحيح وصولاً إلى تضيق الفجوة والفارق في التحصيل بينه وبين زملائه في الصف. وي الثالث للدعم: هذا المستوى يتعامل مع الطلبة الذين سبق تشخيصهم بكونهم من ذوي الاحتياجات الخاصة، وهنا يحتاج الطالب إلى خطة تدريس خاصة به وإلى دعم إضافي خارج الحصة الصفية.
I.E.P	Individual education plan
خطة تدريس فردية	خطة تعليم فردية خاصة
Special Educational Needs Co-Ordinator (SENDCo)	The Head of Inclusion and/or with specific responsibilities relating to the provisions for students with SEN.
منسق وحدة دعم الاحتياجات التعليمية الخاصة	منسق ومدير وحدة الدمج لديه صلاحيات واضحة ويعمل وفقاً للحكام متعلقة بجميع الطلبة من ذوي الاحتياجات
Learning Support	The department that provides provision for students with SEN at Jumeirah College the department is called SfL - which stands for Support
التعليم المساند	الدائرة التي توفر ما يحتاجه الطلبة من ذوي الاحتياجات الخاصة في كلية الجميرا، وتسمى دائرة التعليم المساند.
Learning Support Register	This is Jumeirah College's list of students who are supported by Learning Support (SfL). Also known as the Provision Map.
سجل التعليم المساند	هذا يشير إلى سجل أو قائمة كلية جميرا التي تضم أسماء الطلبة الذين يتلقون الدعم من دائرة التعليم المساند، وتعرف هذه القائمة أيضاً باسم "خريطة الدعم المساند".
SEND Code of Practice, 2015	SEND (Special Educational needs and Disability) Code of Practice, 2015 is a document released by both the departments for health and education providing guidance on how a Special educational needs department should operate.

نوي الاحتياجات الخاصة	هي وثيقة صدرت عام 2015 من قبل وزارة التعليم والصحة لدعم ذوي الاحتياجات الخاصة.
Identification Pathway	Sequence of procedures followed by professionals at Jumeirah College if a student is suspected of having SEN.
تحديد مسار الدعم	هي مجموعة من الإجراءات المتبعة من قبل المختصين في كلية الجميرا والموجهة للطالب الذي يعتقد بأن لديه احتياجات خاصة.
Able, Gifted and Talented (AGT) More and/or Exceptionally Able (MEA)	A term used in schools to describe students who have the potential to develop significantly beyond what is expected for their age. 'Gifted' refers to a student who has abilities in one or more academic subjects, such as English or maths. 'Talented' refers to a student who has skills in a practical area such as music, sports or art.
الموهوبين والمتفوقين المتميزون بقدراتهم	مصطلح يستخدم في المدارس لوصف الطلبة الذين لديهم القدرة على التطور بشكل ملحوظ يتجاوز ما هو متوقع من الطلبة في هذه الفئة العمرية. ● "المتفوق" مصطلح يشير إلى الطالب الذي لديه قدرات مميزة في واحد أو أكثر من المواد الأكاديمية، مثل اللغة الإنجليزية أو الرياضيات . ● "الموهوب" مصطلح يشير إلى الطالب الذي لديه مهارات في مجالات عملية مثل الموسيقى والرياضة أو الفن.
Speech, language and communication needs (SLCN)	A student with speech, language and communication needs: - might have speech that is difficult to understand - they might struggle to say words or sentences - they may not understand the words that are being used, or the instructions they hear - they may have difficulties knowing how to talk and listen to others in a conversation
احتياجات تتعلق باللغة والمحادثة والتواصل	والتواصل واللغة المحادثة في الى دعم يحتاجون الذين الطالب ● قد يكون كالمهم غير مفهوم لآخرين. ● قد يبذلون جهداً كبيراً من أجل قول الجمل والكلمات.

	● قد ال يفهمون الكلمات التي يتم استخدامها، أو التعليمات التي يسمعونها. يجدون صعوبة في التكلم والاستماع لآخرين خلال إجراء محادثة قد
Autistic Spectrum Condition (ASC)	A developmental disorder is characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.
طيف التوحد	اضطراب نمائي يتسم بصعوبة في التفاعل والتواصل الاجتماعي، كما يتسم بأن اصحاب هذا الاضطراب لديهم أنماط تفكير وسلوك محددة ومقيدة أو متكررة، وهذه الصفات تشمل المصابين بمتلازمة أسبرجر والتوحد.
Moderate learning difficulties (MLD)	A student with moderate learning difficulties (MLD) is understood to display significant delay in reaching developmental milestones and may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. They may also have associated speech and language delay, low levels of concentration and under-developed social, emotional and personal skills.
صعوبات التعلم المتوسطة	لطالب الذي يواجه صعوبات تعلم متوسطة يظهر تأخراً في التطور والوصول إلى المستوى المرجو منه وقد يواجه صعوبة أكبر من زملائه في اكتساب المهارات الأساسية في القراءة والكتابة والحساب. كما يمكن ان يظهر لديه تباطؤ في الكالم واللغة وانخفاض في مستويات التركيز والمهارات الاجتماعية والعاطفية والشخصية.
Severe learning difficulties (SLD)	A student with a severe learning disability often uses basic words and gestures to communicate their needs. Many need a high level of support.
الشديدة التعلم صعوبات	الأساسية الكلمات يستخدم ما غالبا الشديدة الإعاقات من ذوي الطالب. الدعم من عال مستوى إلى ويحتاجون احتياجاتهم
Profound and multiple learning difficulties (PMLD)	A student who has a profound intellectual disability, which means that their intelligence quotient (IQ) is estimated to be under 20 and therefore they have severely limited understanding.
صعوبات تعلم عميقة ومتعددة	الطالب الذي لديه إعاقة ذهنية عميقة، يعني أن معدل الذكاء لديهم محدود ويقدر أن يحصل على درجة أقل من 20 في اختبار الذكاء، وبالتالي يكون لدى هؤلاء قدرات محدودة جداً على الفهم.

Specific learning difficulties (SpLD)	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder, dyscalculia and dysgraphia. All specific learning difficulties (SpLDs) exist on a continuum from mild to moderate to severe.
صعوبات تعلم محددة	هو اضطراب محدد يشمل فهم أو استخدام اللغة المحكية أو المكتوبة، وتظهر أعراض هذا الاضطراب في ضعف المقدرة على السمع، التفكير، الكلام، القراءة، الكتابة أو التهجئة، أو حتى القيام بالعمليات الحسابية. أكثر هذه الاضطرابات شيوعاً هي عسر القراءة، اضطراب نقص الانتباه، فرط النشاط. صعوبة في التعامل مع الأرقام، وصعوبة في تهجئة الكلمات. تشكل صعوبات التعلم المحددة في مجموعها سلسلة متصلة من الاضطرابات الخفيفة إلى المتوسطة والشديدة.
Global Learning Difficulties	When students have learning difficulties that are more generalised and don't relate to a specific neural problem or immaturity, they can be described as having moderate, severe or profound and multiple learning difficulties, depending on their degree of difficulty
صعوبات التعلم العامة	عندما يكون لدى الطالب صعوبات في التعلم أكثر عمومية وال ترتبط بمشكلة عصبية محددة أو مشكلة تعلق بالنمو، حينها يمكن وصف الحالة بأنها تعاني من صعوبات تعلم متوسطة أو شديدة أو عميقة ومتعددة، اعتماداً على درجة الصعوبة.
Vision impairment (VI),	Visually impaired person's eyesight cannot be corrected to a "normal level". It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.
ضعف البصر	نقول أن الشخص المصاب بإعاقة بصرية عندما لا يمكن تصحيح ضعف البصر لديه إلى "المستوى العادي". ويمكن القول أن ضعف البصر ينجم عن فشل العين أو العينان أو الجهاز البصري عن القيام بوظائفها بشكل كامل.
Hearing impairment (HI)	1. A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person

	with this degree of hearing impairment may use a hearing aid to amplify sounds.
ضعف السمع	ضعف السمع هو فقدان السمع الذي يمنع الشخص من تلقي كافة الأصوات من خلال الأذن . إذا كانت الحالة بسيطة فإن الشخص يواجه صعوبة في سماع الأصوات الخافتة أو التئية من مكان بعيد. ويمكن للشخص الذي يعاني من هذه الدرجة من ضعف السمع أن يستخدم السماعات المساعدة لرفع حدة الأصوات.
Multi-sensory impairment (MSI)	A student who has impairments of both vision and hearing.
الضعف البصري والسمعي	الطالب الذي يعاني من ضعف في الرؤية والسمع.
Physical disability (PD)	Total or partial loss of a person's bodily functions (e.g., walking, gross motor skills, bladder control etc.) and total or partial loss of a part of the body (e.g., a person with an amputation). Some examples of lifelong physical disabilities include: • amputation; • arthritis; • cerebral palsy; • multiple sclerosis; • muscular dystrophy; • acquired spinal injury (paraplegia or quadriplegia); • post-polio syndrome; • spina bifida.
الإعاقه الجسدية	الإعاقه الجسدية تعني فقدان الكلي أو الجزئي لوظائف الجسم الجسدية) مثل المشي والمهارات الحركية والتحكم في المثانة / التبول، وما إلى ذلك). كما تشمل فقدان جزئي أو كلي أحد أعضاء الجسم) على سبيل المثال الشخص الذي لديه بتر لطرف أو أطراف في جسمه.(هذه بعض الأمثلة على الإعاقات الجسدية الدائمة: • البتر • التهاب المفاصل • الشلل الدماغي

	● التصلب اللوحي ● ضمور العضلات ● إصابة في العمود الفقري (الشلل النصفي أو الكامل) ● متالزمة ما بعد شلل الأطفال انشقاق العمود الفقري
The Knowledge and Human Development Authority (KHDA)	The educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates.
التميز والمعرفة البشرية	مسؤولة عن ضمان الجودة التعليمية والسلطة التنظيمية لحكومة دبي، الإمارات العربية المتحدة.
Cognitive ability test (CATs)	The CAT (cognitive ability test) assesses an individual's ability to reason with and manipulate different types of symbols. Three main types of symbols play a substantial role in human thought. These symbols represent: • words • quantities • spatial, geometric or figural patterns.
اختبار القدرة المعرفية	من مختلفة أنواع ومعالجة التفكير على الفرد قدرة يقيم: المعرفية القدرة اختبار الرموز. - الرقام - الكلمات: في تتمثل. البشري الفكر في كبيرا دورا تلعب رئيسية أنواع ثلاثة الشكلية أو الهندسية أو المكانية النمط
Secondary Leadership Team (SLT)	A team comprising of the Head teacher, Deputy head teachers and Assistant head teachers of the Secondary school.
فريق إدارة المرحلة الثانوية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الثانوية.

Appendix 2 - References

2020
Title KHDA Legislation Webpage
English https://www.khda.gov.ae/en/regulations
Arabic https://www.khda.gov.ae/ar/regulations
2006
Title UN Convention on the Rights of Persons with Disabilities and Optional Protocol
English https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf
Arabic https://www.un.org/disabilities/documents/convention/convoptprot-a.pdf
2006
Title Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
English https://www.tamm.abudhabi/en/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination
Arabic https://www.tamm.abudhabi/ar-AE/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination
2014
Title Law No. 2 of 2014: Concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
English 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
Arabic https://dlp.dubai.gov.ae/Legislation%20Ar%20Reference/2014/%D9%82%D8%A7%D9%86%D9%88%D9%86%20%D8%B1%D9%82%D9%85%20(2)%20%D9%84%D8%B3%D9%86%D8%A9%202014.pdf

2016
Title Federal Law No. 3 of 2016: Child Rights Law
English https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf
Arabic https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_arabic.pdf
2017
Title Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
English https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf
Arabic https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai_Arabic.pdf
2017
Title Dubai Inclusive Education Policy Framework
English https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf
Arabic https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_Ar.pdf
Audio English https://www.khda.gov.ae/cms/webparts/texteditor/media/Education_Policy_En.wav
2019
Title Dubai Inclusive Education Policy Implementation
English https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SENDPOLICYSCHOOLS_EN.pdf
Arabic https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/Arabic/20190123084554_SENDPOLICYSCHOOLS_AR.pdf
2020
Title Dubai Inclusive Education Policy Framework: Directives and Guidelines for Inclusive Education
English https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20200126091127_SEND-Report-En.pdf
Arabic https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/Arabic/20200126091127_SEND-Report-Ar.pdf

2020
Title Advocating for Inclusive Education, A Guide for Parents.
English 20210323083851_Advocating-for-Inclusive-Education-A-guide-for-parents-En.pdf (khda.gov.ae)
Arabic Dubai government knowledge and human development authority body versions (khda.gov.ae)

Appendix 3 - Inclusion Support Teacher

The Department nominated Inclusion Support Teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches with their teaching practices.

- Support Teachers will work closely with the Head of Inclusion to ensure the dissemination of information and receive support and training as required.
- Support Teachers will serve as a role model, coach and professional mentor for classroom teachers.
- Support Teachers will spend time working directly with individuals or small groups in order to implement interventions and accelerate achievement. Some of these strategies will involve supporting teachers with differentiation, lesson planning, access arrangements, awareness, and the referral process.
- Support Teachers will develop their own personal knowledge and pedagogy through professional resources, collaborating with colleagues and connecting with the community.
- Support Teachers will liaise regularly and directly with the Inclusion Department to increase knowledge and awareness of the variety of student needs and then disseminate information to the teacher.
- Support Teachers will work with the Head of Inclusion to conduct classroom and student observations to ensure student needs are being met.
- Support Teachers will work with their Head of Department to review data and identify students who are causing concern.
- Support Teachers will ensure that specific strategies, learning outcomes, and collaborative approaches are fully embedded within their departments.
- Support Teachers will play an important part in building capacity within their departments.
- Support Teachers will ensure that department resources are made available to the inclusion team to support pre and over learning.