

DUBAI HEIGHTS ACADEMY



Policy	Inclusion Policy
Approved on	November 2023
Approved by	Principal
Review date	August 2024



POLICY STATEMENT

Dubai Heights Academy (DHA) is an inclusive school, born out of an inclusive vision. Everyone is welcome, effort and achievement are celebrated, needs of the whole child are met to ensure the best social, emotional, behavioural and academic progress for all.

We welcome students of all abilities, including but not limited to: students with Special Educational Needs and Disabilities (SEND) or people of determination, students identified with Low Ability (LA), students identified as Gifted and / or Talented (G&T), Highly Able (HA), those who are English Language Learners (ELL) or have English as an Additional Language (EAL)

The purpose of this policy is to provide a whole school approach to the identification and provision for students of determination and those identified as Gifted and/ or Talented. The policy sets out how we identify students, what provision is made for them and how we monitor the effectiveness of this provision.

In line with the UAE Federal Law No. 29/2006 & 2009, Dubai Law No.2/2014, the Dubai Inclusive Education Policy Framework (DIEPF 2017) and The KHDA Directives and Guidance for Inclusive Education (2019), Dubai Heights Academy is committed to the philosophy of inclusive education. We strive to meet the needs, aspirations and abilities of all our learners.

At DHA we recognise:

- all students have the right to education in the common learning environment
- the learning potential of all students and value student diversity
- the importance of providing child-centred, differentiated teaching and learning
- the need to continue advancing the inclusive culture at our school

All teachers at DHA set high expectations for their students, personalise the learning and nurture them holistically. This all takes place in the common learning environment, as much as is appropriate and meaningful to the child.

“The inclusive school will be proactive in identifying barriers which restrict students’ achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion.”

“An inclusive school honours diversity and respects all individuals.”

KHDA School Inspection Framework 2015-2016

SCHOOL AIMS

Our vision is to establish Dubai Heights Academy as a school that enables national and expatriate residents to access a unique, culturally-relevant English National Curriculum designed around every child, every mind and everybody.

- **For every child** – a platform for academic achievement, cognitive development and personal excellence
- **For every mind** – an engaging approach, inclusive environment and progressive learning experiences
- **For everybody** – the inspiration to be the best version of themselves

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of and involved in the life of their community and society, therefore developing their capacity to be active and effective future citizens, who innovate and problem solve.

AIMS OF THE POLICY

- To ensure that the shared inclusion values of the school and those outlined by the KHDA are embedded in everyday school life.
- To ensure that the Dubai Inclusive Education Policy Framework (2017) is adhered to. [Dubai Inclusive Education Policy Link](#)
- To implement the KHDA Directives and Guidelines for Inclusive Education (2019) [Directives and Guidelines for Inclusive Education](#)
- To ensure that staff are aware of the main categories of SEND and barriers to learning as per the KHDA document, ‘A Revised Categorisation Framework for students of determination’ (2019-20)



- To ensure that all children in school have access to an appropriate curriculum (the National Curriculum / ASDAN/ Alternative Curriculum Pathway) and that support and resources are in place to facilitate this.
- To ensure that parents are involved in the identification and provision made for their child. Partnership with parents plays a key role in enabling all students to achieve their full potential.
- To accurately identify individual learning needs as early as possible.
- To ensure that teaching strategies are adapted to suit individual learners.
- To ensure that every teacher is responsible for meeting the learning needs of all students in their care and to differentiate the curriculum appropriately.
- To promote the wellbeing and self-esteem of every student.
- To have high expectations for all children, including those with SEN/ additional needs so they may experience success.
- To encourage our students to show concern for others and value each person's contribution.
- To promote and celebrate Inclusion across the school.
- To follow **the SEND Code of Practice (UK 2015)** where relevant / appropriate:
 - 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 Head of Inclusion/ Inclusion Champion.
 - 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

1. OBJECTIVES

This policy was written with the aim of ensuring a consistent approach and understanding within the school. This inclusion policy aims to adhere to the following laws and policies:

- Dubai Inclusive Education Policy Framework (2017)
- A revised categorisation framework for students of determination (2019-20)
- Federal Law No.29, 2006 (articles 12,13,14 and 15) and 2009
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD,2008;2010)
- Dubai Law No.2, 2014
- Executive Council Resolution No. (2) (2017) - Regulating Private Schools in the Emirate of Dubai with reference to the following articles;
 - Article 4 (14)
 - Article 13(16)
 - Article 13 (17)
 - Article 13 (19)
 - Article 23 (4)
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- SEND Code of Practice (UK, 2015)

See Appendix 1

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, "To protect the rights of people with disabilities in the emirate of Dubai". **Federal Law 2/2014**

Regarding the rights of Individuals with Special Needs, the law 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". This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential. **Federal Law 29/2006**



2. IDENTIFICATION AND CATEGORIES

At DHA we are committed to providing an inclusive education for all. This policy outlines how we aim to remove barriers to learning, particularly in relation to the provision for specific groups of learners and students of determination including;

- Emirati students
- students identified as SEN
- students identified as AEN
- students identified as Gifted and Talented
- students identified as English Language Learners

Many students face barriers to learning and as such, provision is not based on identified groups of students but rather the individual needs of students within school. Identification of needs happens at multiple stages, starting at admissions and throughout the student's journey through school. Staff at DHA strive to identify any special educational needs as early as possible, to ensure suitable support, intervention and provision are in place.

At DHA we adhere to the KHDA's Categorisation Framework for students of determination (2019-2020) as seen below:

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

At Dubai Heights Academy, we deliver the English National Curriculum, therefore, we also work within the guidelines of the SEND Code of Practice, (UK 2015), where appropriate.

This Code of Practice outlines four broad categories of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need

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

- Falling well behind the age expected level of attainment
- Significant lack of academic progress over time
- Specific difficulties in spelling, reading and writing (not resulting from limited abilities)
- Specific difficulties in Literacy - Dyslexia
- Specific difficulties in Mathematics - Dyscalculia
- Dyspraxia / Developmental Coordination Disorder
- Weakness in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below level of peers
- Attention Deficit, limited attention span, poor organisational, impulsive behaviour, sound sensitive



- Processing difficulties
- Difficulties arising from disrupted educational experience
- Sensory processing difficulties
- Autism Spectrum Disorders
- Behavioural, social and emotional barriers to learning
- Medical reasons impacting on learning

3. STUDENT MONITORING

Student monitoring is ongoing through internal and external assessment, teacher observation, checklists and progress and attainment in lessons. If concerns about a student persist beyond Quality First Teaching and in-class interventions, the class teacher will consult with the parents and complete a student Referral form. The Inclusion Team reviews the referral form, discusses concerns with the relevant teacher(s) and schedules an observation. Based on the outcome of the observation(s) the relevant staff will discuss next steps. With parent permission, the student may complete standardised in-school screeners with a member of the Inclusion Department. The Head of Inclusion may refer the student to therapists, which may involve MbodE or Sensation Station, for further observations as necessary. External agency support may also be consulted. This process is outlined in further detail in the Students of Determination policy.

Parents and students are supported and involved in every stage of the identification process. Parents are encouraged to share information with the school, including medical information, as this can support effective inclusion for individual students. However, a formal diagnosis is not compulsory or required for provision to be put in place. Students and parents can liaise with the Inclusion Champion/Head of Inclusion with regards to information sharing.

4. INCLUSION REGISTER

Students of Determination, those identified as having special educational needs (SEN), additional educational needs (AEN), being English Language Learners (ELL) or Gifted and/ or Talented (G&T) are placed on the Inclusion register. The register is managed by the Head of Inclusion who ensures that the information is accurate and up to date. The register is stored centrally on the school's drive to ensure accessibility for relevant staff. Content is protected as per the DHA Data Protection Policy. As part of DHA's inclusive ethos, academic staff and leaders are expected to know the information relevant to their role and use it to deliver appropriate, high quality provision.

5. PROVISION

At DHA we offer a 'Graduated Approach' to support. This approach to provision advises an Assess, Plan, Do and Review cycle.

DHA offers three waves of provision in accordance with the updated KHDA Directives and Guidelines (2019)

- **Level/Wave 1:** Quality First teaching. Universal provision for all; high quality differentiated teaching in the classroom.
- **Level/Wave 2:** Targeted provision for individuals and groups of students. This may be in the form of additional, specific and time-limited interventions from the school Inclusion Department.
- **Level/Wave 3:** Specialist and individualised provision for students with high level needs. This may be bespoke 1:1 interventions, a 1:1 Learning Support Assistant or external provision.

At DHA we aim to implement provision for every kind of frequently occurring Special Educational Need, by offering a range of support plans, including Individual Education Plans (IEP), on a case by case basis. All students of determination on the Inclusion register have an IEP.

DHA is committed to ongoing professional development and working in partnership with external agencies to ensure that staff stay up to date with knowledge and best practice for supporting all learners and providing high quality inclusive provision.

6. ADMISSIONS (See admissions policy)

DHA treats all applications equally and admits students with a range of SEND / Additional Educational Needs.

Sibling priority will be given to applicants who are students of determination, in line with DIEPF 2017. A formal diagnosis is not required to be given this priority and assessments from external specialists such as, educational psychologists or medical professionals, are not compulsory. However, it is expected that parents are transparent with the school during the application process and disclose any special educational needs that the child may have. This is to ensure that the school can meet the child's needs, to support with provision planning and a smooth transition into DHA for the child. Failure to disclose any such information, including the deliberate withholding of information, may result in the student's placement at DHA being withdrawn, as per the KHDA parent contract guidelines.

School reports and transition information from previous settings will be requested as part of the admissions process,



to ensure that DHA can meet the applicant's needs and to support with provision and transition planning. As part of the application process, potential students attend an assessment day to establish what provision may be required to ensure a smooth and successful transition into DHA. In addition, applicants may be invited to attend a trial day at DHA or observation visits may take place at their current setting, to obtain more insight into their needs and inform provision planning. The Head of Inclusion may also seek further specialist input from the onsite therapists which may include, speech and language, Mbode or the Sensation Station occupational therapist. Observations by these specialists may take place as and when required.

7. NON ADMISSIONS

In the case of non-admissions, the school will comply with the procedures set out in the KHDA Directives and Guidelines (2019). The school will gather evidence to support its decision, communicate the decision to parents and the Principal or Head of Inclusion will submit a non-admissions form to KHDA.

8. ASSESSMENTS

Both internal and external assessments are used to support identification of individual needs, monitor and track student progress and attainment and evaluate the impact of interventions

At DHA, all students are baselined in Maths and English at the start of each school year. The school implements continuous assessment to monitor and track student progress and attainment. Following analysis of assessment data, the Inclusion department strives to provide additional provision for students who fall into one of the following categories:

1. Students with Special Educational Needs and/or Disabilities
2. Students with Additional Educational Needs
3. High achievers, Gifted students and Talented students
4. English Language Learners

10. THE CURRICULUM

All children deserve to experience success and have their achievements recognised. The school's inclusive ethos celebrates these through activities such as, presentations in assembly, on social media and in the school newsletter, as appropriate.

Gifted and Talented students or those who may need additional support to achieve their potential, are identified as early as possible through the analysis of assessment data, ongoing monitoring and observations. Teachers make a student referral to the Inclusion Team and engage with parents.

Lessons are differentiated to meet the needs of all learners at DHA. When required, the curriculum may be adapted to suit the needs of specific learners. Modification enables and supports increasingly personalised learning, through quality teaching and learning, flexibility and choice and high expectations for all learners. Each student is assessed at the curriculum level they are accessing.

The school offers an alternative curriculum pathway through the ASDAN program to promote life skills and entrepreneurship. DHA emphasises acknowledging and celebrating the whole child and students of determination learning skills are monitored using personalised goals. All students of determination have an Individual Education Plan.

11. TEACHING AND LEARNING

The school offers a continuum of provision to meet the diversity of our students' needs. Teachers are supported to continuously develop an inclusive environment. This is facilitated in many ways, for example, Inclusion walks, Inclusion collaboration meetings, SLT classroom observations, mentoring and CPD.

12. MODIFICATIONS

The class teacher/ subject teacher is the lead professional and is accountable for the progress and attainment of all children in their class. Additional support to ensure that the child meets their true potential may involve the following:

1. Modification of the curriculum in class – the curriculum/environment is differentiated to support the learning of a student or group of students
2. Intervention Groups – Children are baselined prior to starting the intervention and then reassessed at the end of it. Evidence is collected to monitor and evaluate the learning.
3. Extension/ Mastery level Groups – Children are baselined prior to starting the intervention and then reassessed at the end of it. Evidence is collected to monitor and evaluate the learning.



4. Therapy- A Speech and Language Therapist is available full time, in addition to an Occupational Therapist from Sensation Station, who is on site twice a week. Therapists provide 1:1 therapy sessions, group therapy sessions, in class support and observation. Fees for therapy will be introduced from the beginning of Term 3. This has been communicated to parents (Term 1) and is referred to on new offers of enrollment.
5. MbodE- The school provides a specialist service provided by the Child Development Specialist Shirley Vardi. This involves some 1:1 sessions, group therapy sessions, in class support and observation.

At DHA all teaching and support staff recognise the importance of inclusive practice across the school.

13. SUPPORT TEAM

DHA was born out of an inclusive vision and is committed to ongoing development in this area. The Inclusion Support Team (IST) plays a pivotal role in driving forward new initiatives .

The Inclusion Support Team for 2023-24 comprises of:

- The Governor of Inclusion- School Owner- Istiqama Al Riyami
- The Inclusion Leader- School Principal- Alison Lamb
- The Inclusion Champion- Leader of Provision for students of determination- Aisling Keaveney
- Deputy Head of Inclusion- Terrie Spencer
- Inclusion teacher- Elaine Irvine
- Alternative Curriculum Pathway teacher- Sarah Marnell
- Arabic leader- Emtesal Abdou
- School Nurse- Marion Mendoza
- Speech and Language therapist- Aisa Riley
- Parent representatives- Katie Laing, Satya Klever and Sonja Allen.

14. PARENT PARTNERSHIPS

At DHA we believe that working in partnership with parents is key to the best outcomes for our students. We actively encourage parents to share their invaluable knowledge, first hand experiences and views, to enhance their child's learning journey. All parents are welcome to contact the Head of Inclusion if they have any concerns with regard to inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. Parents are invited to contribute towards the planning of their child's IEP and to meet regularly to discuss and review their progress and next steps. In addition, parents have the opportunity to meet with their child's class teacher 3 times per year at parent teacher meetings. Seesaw and Tapestry are used to keep parents up to date with their child's learning and progress, whilst inclusion updates and celebrations regularly feature in the school newsletter and on social media. To support and inform parents, the Inclusion Department organises regular training sessions/ webinars for parents. Parents are also invited to lead training sessions for the DHA community and contribute to the school's newsletter. 4 members of the DHA Inclusion Support Team are parents of students of determination at the school. They work closely with other members of the team to implement new ideas and initiatives. They are also important points of contact for other DHA parents. The Inclusion Department operates an open door policy. Parents can email members of the team, contact them via Seesaw families or call the school should the need arise. Parents can also request a meeting via Zoom or in person through these channels.

15. MEDICAL RECORDS AND NEEDS

The school nurse is responsible for supporting the medical needs of students at DHA. Students' medical conditions are managed in adherence to Dubai Health Authority's 'Standards for Clinics in Educational and Academic Settings.'

Some students have reports/records from medical/health professionals. These are held by the School Nurse who passes on any relevant information to the appropriate teachers. We recognise that some children's medical needs may link to SEND and impact on their provision needs.



16. PARTNERSHIP WITH SENSATION STATION and Mbode



Twice a week, an Occupational therapist from Sensation Station works with students onsite at DHA. This is in addition to the full time Speech and Language therapist, based at DHA. Therapists provide both group therapy and individual sessions. Group therapy sessions are allocated to students on a case by case basis, are dependent upon need and the caseload of the therapist. The fee for an initial 6 week block of group therapy is waived for full time students at DHA until the commencement of fees in April 2024. The introduction of fees for therapy sessions has been formally communicated to parents in Term 1, providing advanced notice and opportunities for discussion. Individual therapy sessions are available on request, each session is chargeable with no waiver. Therapists work as part of the Inclusion Team, contributing to students' IEPs when appropriate, monitoring and tracking student progress and keeping parents and staff informed of student progress via Tapestry.

Mbode Therapy- Movement Mind Body Experience

Mbode Therapy is provided for some students by Mrs Shirley Vardi. At present, Mrs Vardi delivers therapy at school on a daily basis. Mrs Vardi specialises in the area of neurophysiology and has developed the Mbode program to support the development of gross motor functioning alongside concentration and coordination skills. Students that access the Mbode program are included on the inclusion register.

17. RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

- Staff CPD
- The school's shared drive
- Regular inclusion update emails
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic Inclusion workshops
- LSA meetings and ongoing development

18. ROLES AND RESPONSIBILITIES

A. Role of the School Board

The School Board has:

- Delegated powers and responsibilities to the Principle to ensure all school personnel and visitors to the school are aware of and comply with this policy
- To ensure that inclusive provision is of a high standard
- Responsibility for ensuring that the school vision and commitment to inclusion are upheld
- Responsible for ensuring that this policy and all related policies are maintained and updated regularly

B. Role of the Principal

The Principal will:

- Have overall responsibility for Inclusion in the school
- Ensure all school personnel, students and parents/carers are aware of and comply with this policy
- Ensure that the daily management of inclusive provision is effective
- Monitor the effectiveness of this policy
- Be responsible for ensuring all policies are made available to parents
- Oversee the management of the Inclusion department
- Complete non-admission notification forms to submit to KHDA

C. Role of the Head of Inclusion

The Head of Inclusion has responsibility for:



- Co-ordinating the provision for students with SEND and AEN
- Managing the team of Inclusion staff, including LSAs
- Liaising with and giving advice to class teachers and support staff
- Maintaining up to date student records
- Liaising with parents and carers
- Liaising with outside agencies
- Developing and nurturing the ethos of the Inclusion department within the school: To remove barriers to learning
- Ensuring that all teaching staff are aware of the Inclusion policy, where to find information and how to implement strategies
- Delivering Inclusion CPD
- Working with the school Registrar and Heads of Department in the admission of new students

D. Role of the Inclusion Team

- To support teachers and specialists with differentiating teaching and learning appropriately
- To support teachers and specialists with strategies to support students of determination and those identified and G&T.
- To provide in class support and small group interventions to support students of determination.
- To assist with the development and implementation of Individual Education Plans and the whole school passport within their key stage.
- To work with and plan for students of determination to help them to achieve their targets
- To be aware of and up to date on current students of determination and their requirements.
- To follow through in the implementation of strategies recommended by therapists or LSAs
- To develop a working relationship with students of determination to raise self-esteem and encourage them to reach their full potential.
- To assist in the admissions process by assessing potential new students, to ascertain their baseline and any provision required.

20. COMPLAINTS

Any complaint should be made in writing directly to the Head of Inclusion and/or Senior Leadership Team. It will be dealt with as set out in the DHA Complaints and Resolutions Policy.

21. REVIEW

This Inclusion Policy will be reviewed by the Inclusion Team, in conjunction with the Senior Leadership Team. Reviews will take place on an annual basis, to ensure that the guidance provided is up to date and reflects international best practice.

22. RELATED POLICIES

DHA reviews the following related policies to ensure that effective provision is implemented. These include;

- Admissions
- Students of Determination
- Gifted and Talented
- EAL/ELL
- Passport to Success Alternative Curriculum Program
- Complaints and Resolutions Policy



Appendix 1- References for Laws and Policies

Dubai Inclusive Education Policy Framework (2017)

https://web.khda.gov.ae/getattachment/About-Us/Legislation/Private-Schools-Regulations/Dubai-inclusive-education-policy-framework/Education_Policy_En.pdf.aspx?lang=en-GB

KHDA Directives and Guidelines for Inclusive Education (2019)

https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20200126091127_SEND-Report-En.pdf

Federal Law No.29, 2006 (articles 12,13,14 and 15) and 2009

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

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD,2008;2010)

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

Dubai Law No.2, 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-%2002014%20-%20EN.pdf>

Executive Council Resolution No. (2) (2017) - Regulating Private Schools in the Emirate of Dubai with reference to the following articles;

[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)

General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

SEND Code of Practice (UK, 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf