Inclusion Policy

This Policy is reviewed annually to ensure compliance with current regulations.

	Date	Name and Role	Signature
First Created	July 2025	Amy Falhi Principal	*AFalhi*
Last Reviewed			
To Be Reviewed	June 2026	Lyndsay Wing Director of Inclusion	*RWing*

1- Rationale

DBS Mira is committed to creating an inclusive learning environment where every student can thrive academically, socially, and emotionally. Our approach is rooted in the belief that diversity enriches our school community and that all students, including those identified as Students of Determination, English Language Learner (ELL), English as an Additional Language (EAL) learners, and those who are Gifted and Talented, are entitled to equitable access to high-quality education.

We fully embrace the **Dubai Inclusive Education Policy Framework (2017)**, ensuring that barriers to learning are removed so that every student can participate, progress, and achieve their full potential in a safe and supportive setting.

2- Aims

This policy aims to:

- Ensure that every student has equal access to a broad, balanced, and stimulating curriculum that meets their individual needs.
- Promote high expectations for all students, celebrating their unique strengths and achievements.
- Empower students to become confident, independent learners who are well-prepared for future stages of education and life.
- Engage parents as active partners in their child's learning journey.
- Foster a whole-school culture of respect, acceptance, and inclusion in line with UAE and KHDA directives.

3- Scope

This policy applies to all members of the DBS Mira community, including:

- Students of Determination (as defined by KHDA).
- Students who are English Language Learners (ELL).
- Students with English as an Additional Language (EAL).
- Students identified as Gifted and Talented (G&T).
- All teaching and non-teaching staff, governors, parents, and external providers.

4- Legislative/ Regulatory Framework

DBS Mira's Inclusion Policy aligns with:

- UAE Federal Law (29) of 2006 and amendments (2009) regarding the rights of People of Determination.
- Dubai Law No. 2 (2014) protecting the rights of People of Determination.
- Executive Council Resolution No. 2 (2017) on inclusive education.
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (signed 2008; ratified 2010).

- KHDA Directives and Guidelines for Inclusive Education (2020) and Dubai Inclusive Education Framework (2017).
- UK SEND Code of Practice (2015) (adapted for best practice in UAE context).

5- Definitions

Students of Determination	Learners with long-term physical, cognitive, sensory, or emotional needs that impact their access to education.
ELL Students	Students who are new to learning the English language and require structured language support to access the curriculum.
EAL Learners	Students whose first language is not English and who require differentiated work within the classroom.
Gifted and Talented (G&T)	Students demonstrating exceptional ability or performance in academic or non-academic domains.
Graduated Response	A tiered approach to identifying and meeting student needs through Levels 1, 2, 3 and 3+ support, based on KHDA guidance.
ILSA	Individual Learning Support Assistant, who is parent employed but supported in school to work with a child on a one-to-one basis.

6- Roles and Responsibilities

Inclusion at DBS Mira is a shared responsibility, with clearly defined roles ensuring that all staff, students, parents, and external partners work collaboratively to remove barriers, promote equity, and support every learner to thrive.

Governors: Provide strategic oversight, ensure accountability, and support school leadership in delivering high standards of education, safeguarding, and inclusive practice.

Principal & Senior Leadership Team (SLT): Embed inclusive practice across policies and systems, allocate resources effectively, and ensure inclusion remains a standing agenda item.

Director of Inclusion: Lead early identification of needs, map provision and interventions, monitor progress and report to SLT, oversee EAL and G&T provision, maintain the G&T register, coordinate CPD for staff, and engage parents and community partners.

Inclusion Link Teachers: Support teachers with differentiation, create and review Edukey plans, attend review meetings, communicate regularly with parents, and advise on strategies to remove barriers to learning.

Inclusion Support Assistants: Support individual or small groups in-class or through short-term interventions, prepare learning resources, and assist with baseline assessments under Inclusion guidance.

Individual Learning Support Assistants (ILSAs): Provide personalised support for Students of Determination, monitor and record progress against IEP targets, and reinforce therapy strategies in collaboration with Inclusion staff. ILSAs will be provided for by the parents and placed with a student when the support requirement is more than three hours per week.

Class Teachers: Deliver Quality First Teaching, plan differentiated lessons aligned to learning plan strategies, follow referral processes for concerns, nurture G&T students, integrate EAL strategies, and actively participate in IEP and review cycles.

Learning Support Assistants: works alongside the teacher to support individual students or small groups, helping to deliver differentiated instruction, reinforce learning, and foster an inclusive classroom environment.

School Counsellor: Promote wellbeing through counselling support, intervention strategies, and guidance that build resilience and positive relationships.

School Nurse and Clinic Team: Safeguard student health by managing medical needs, maintaining health records, and supporting students' wellbeing during the school day.

Parents: Share assessments and relevant reports, attend review meetings, collaborate on learning plans, and reinforce strategies at home.

Students: Participate actively in their learning plans, contribute to goal-setting, and develop independence.

External Specialists: Provide expert assessment, therapy, staff training, and collaborate within the Team Around the Child approach.

7- Policy Details/Procedures

7.1 Admissions

The admissions process is differentiated to meet the needs of Students of Determination and their parents. Whilst most students take an age-appropriate assessment, to assist with placement and planning we will work with parents to gather the relevant information, with sensitivity to the needs of the student. If necessary, bespoke one-to-one assessments are conducted. In some cases, a visit to the student's current setting may be arranged.

To further support a smooth admissions process, tours, transition sessions and key staff introductions are offered to the family. Screening tools used as part of the admissions assessment support with planning for the student's class allocation and arrival to school and allow discussions with parents to be meaningful.

During the admissions process, it is essential that parents share any relevant documentation, including professional reports, to ensure that decisions can be made based on a comprehensive understanding of the student.

Sibling priority is given to Students of Determination who are siblings of current or joining students.

7.2 Identification and Categorisation

Identification of students' abilities, strengths and barriers is an on-going practice which occurs daily across all classrooms. Staff are trained to recognise and plan for individual needs with specialised support from the Inclusion Team.

If a possible barrier is identified the class teacher will inform parents, a plan for intervention is put in place by the student's teacher(s), and progress in this area is monitored over a period of approximately 6 weeks. If no or little progress is made during this time the class teacher will update parents and inform them that a referral is made to the Inclusion Team who, following consultation with the parents, observe the student in their classroom setting. A follow up meeting with parents is held to discuss findings and next steps, which may include placing the student on a plan to target their identified barrier and provide a timeframe for monitoring progress. Sometimes, the Inclusion Team may recommend that families visit an Educational Psychologist for a clinical assessment, as this can assist with understanding the need and the specific actions which will help to accommodate it.

Some students may be identified with a special educational need and/or disability before or after they join the school. If this is the case, the student is recognised as a 'Student of Determination'.

As defined by the KHDA, a Student of Determination is a student with long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts to students' full and effective participation in education on an equal basis with peers of the same age.

Students of Determination are identified through one or both procedures listed below:

- Through the work of a specialist and/or knowledgeable school team, as displaying all the characteristics of a particular category of impairment, delay or disorder.

- Formal diagnosis by a qualified licensed medical professional as having a long-term difficulty, impairment or disorder.

Using the KHDA categorisation framework, an effective plan of support and intervention is created based on primary need, secondary need and barriers to learning.

Table 1 - Categorisation for students with a formal diagnosis

Main diagnosed category as per the UAE unified classification system	Sub-Category as per the UAE unified classification system	Additional Information
1. Intellectual Disability	1.1 Intellectual Disability	▸ Mild ▸ Moderate ▸ Severe
	1.2 Unspecified	▸ Mild ▸ Moderate ▸ Severe
	1.3 Global Developmental Delay	
	1.4 Neurocognitive Disorders	
2. Communication Disorders	2.1 Language Disorders	▸ Receptive ▸ Expressive ▸ Both receptive and expressive
	2.2 Speech Sounds Disorder	
	2.3 Fluency Disorder	
	2.4 Social Communication Disorder	
	2.5 Unspecified Communication Disorder	
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability	▸ Level 1 ▸ Level 2 ▸ Level 3
	3.2 High Functioning Autism	▸ Level 1 ▸ Level 2 ▸ Level 3
4. ADHD	4.1 Combined presentation	
	4.2 Predominately Inattentive presentation	
	4.3 Predominantly Hyperactive/Impulsive	

5. Psycho-Emotional Disorders		▶ Depression ▶ Bipolar Disorder ▶ Anxiety Disorders ▶ Post-Traumatic Stress Disorder ▶ Obsessive Compulsive Disorder ▶ Oppositional Defiance Disorder ▶ Conduct Disorder ▶ Selective Mutism ▶ Intermittent Explosive Disorder ▶ Eating Disorders ▶ Personality Disorders ▶ Tourette Syndrome ▶ Other
6. Specific Learning Difficulties	6.1 Dyslexia	
	6.2 Dysgraphia	
	6.3 Dyscalculia	
	6.4 Scholastic Skills	
7. Visual Impairment	7.1 Total Blindness	
	7.2 Partially Sighted	
	7.3 Low Vision	▶ Mild ▶ Moderate ▶ Severe
8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels)	
	8.2-Hearing Impairment (hearing loss ranging from 26 to 90 decibels)	▶ Mild ▶ Moderate ▶ Severe

9. Deaf-Blind Disability	9.1 Deaf-Blind	
10. Physical Disability		▶ Cerebral Palsy ▶ Muscular Dystrophy ▶ Spina Bifida ▶ Amputation/Limb Differences ▶ Spinal Cord Injury ▶ DCD / Dyspraxia ▶ Brittle Bone Disease ▶ Juvenile Idiopathic Arthritis. ▶ Musculoskeletal Deformities ▶ Other
11. Multiple Disability		When selecting **Multiple Disabilities**, also select two or more additional main and sub-categories that coexist and result in complex needs requiring highly individualised support and consistent specialist input.

Table 2 – Categorisation for identified students without a diagnosis (barrier identification)

Main Barrier	Barrier Sub-Category	Additional Information
1. Thinking and Learning Needs	General learning needs across subjects	▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
	Early developmental needs in more than one area (under age 5)	▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
	Memory and thinking needs due to illness or injury	▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)

Main Barrier	Barrier Sub-Category	Additional Information
2. Communication and Speech Needs	Language needs	▶ Understanding language ▶ Using language ▶ Both understanding and using language
	Difficulty making speech sounds clearly	
	Stammering or stuttering	
	Social use of language difficulties	
	Other or unclear speech and language needs	
3. Social Communication and Interaction Needs		▶ Needs little or no support (independent most of the time, but benefits from some help) ▶ Needs regular support (daily support in several areas) ▶ Needs high levels of support (consistent help across most areas of academic life)
4. Attention and Focus Needs	Difficulties with both attention and high activity	
	Difficulties mainly with attention and focus	
	Difficulties mainly with high activity and impulsive behaviour	
5. Social, Emotional and Behavioural Needs		▶ Low mood or sadness ▶ Strong mood swings ▶ Worry and anxiety ▶ Difficulties after traumatic events ▶ Repetitive or obsessive behaviours ▶ Strong refusal or defiance

		▸ Not speaking in some situations ▸ Sudden angry outbursts ▸ Difficulties with eating and food ▸ Personality or behaviour challenges ▸ Tics or involuntary movements and sounds ▸ Other
6. Learning Difficulties in Specific Skills	Reading difficulties Writing difficulties Difficulties with maths and number skills General academic learning difficulties	
7. Vision Needs	Low vision	▸ Some difficulty seeing details ▸ Significant difficulty seeing clearly ▸ Very limited visual clarity
8. Hearing Needs	Hearing loss	▸ Some difficulty hearing sounds ▸ Frequent difficulty following speech ▸ Unable to hear most speech
9. Physical and Movement Needs		▸ Movement and posture needs ▸ Ongoing muscle weakness ▸ Coordination and motor planning difficulties ▸ Fragile or brittle bones ▸ Ongoing joint problems ▸ Missing or differently formed limbs

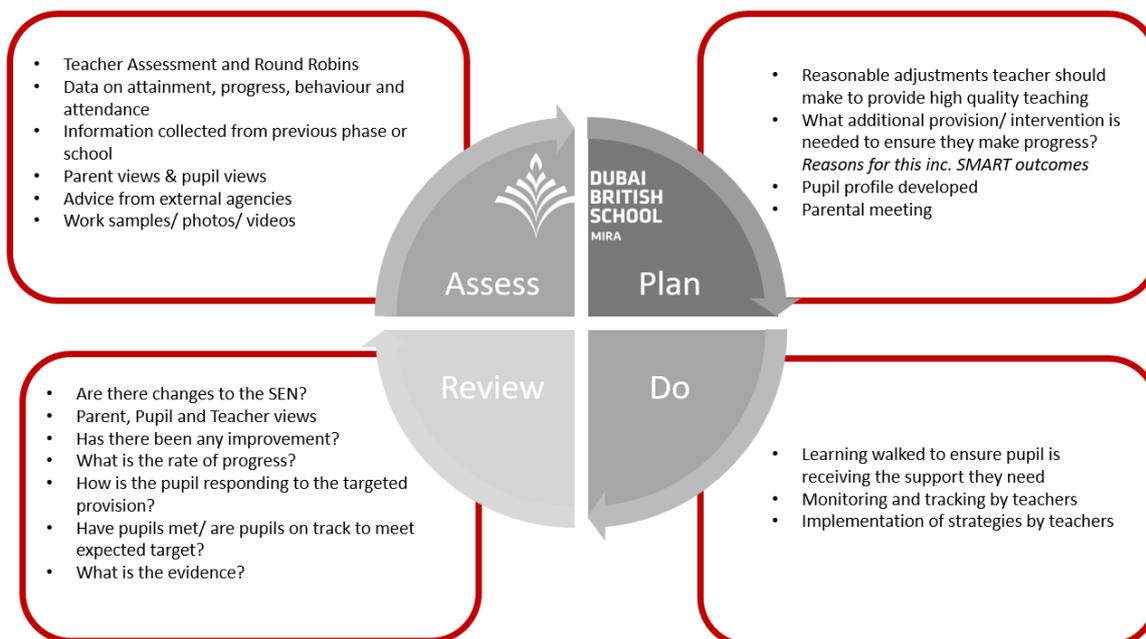|		
		▸ Loss of movement due to spinal injury ▸ Bone or joint differences (e.g. curved spine, clubfoot) ▸ Other
10. Multiple and Complex Needs		Select this category when two or more barriers co-exist, resulting in highly individualised support and consistent specialist input. Record each relevant barrier category alongside this selection.

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

7.3 Graduated Response

Once the categorisation and level of need is identified, the KHDA Level of support framework is used to ensure the student has the level of support required, whilst also working towards access, participation and independence. This is recorded on the Inclusion Register.

Students are first placed on the register at their appropriate level of need, support is implemented, impact assessed and then reviewed through constant communication between the class teacher and the Inclusion Team. Parents, the class teacher and members of the Inclusion Team collaboratively create a plan which is personalised to the needs of the student and the appropriate provision is implemented. This can include but is not limited to in-school therapies, small group sessions, reduced curriculum, reduced school day, 1:1 ILSA support and

outside assessments. As students mature, their input increasingly plays a part in the creation of their learning plan.

Assess
- Teacher Assessment and Round Robins
- Data on attainment, progress, behaviour and attendance
- Information collected from previous phase or school
- Parent views & pupil views
- Advice from external agencies
- Work samples/ photos/ videos

Plan
- Reasonable adjustments teacher should make to provide high quality teaching
- What additional provision/ intervention is needed to ensure they make progress? *Reasons for this inc. SMART outcomes*
- Pupil profile developed
- Parental meeting

Review
- Are there changes to the SEN?
- Parent, Pupil and Teacher views
- Has there been any improvement?
- What is the rate of progress?
- How is the pupil responding to the targeted provision?
- Have pupils met/ are pupils on track to meet expected target?
- What is the evidence?

Do
- Learning walked to ensure pupil is receiving the support they need
- Monitoring and tracking by teachers
- Implementation of strategies by teachers

Using a Team Around the Child Approach, professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists work with the Inclusion Team to ensure care and support for the student is holistic, and progress can be maximised. Rooms are allocated in the school building so therapy sessions can be accommodated within the school day.

7.4 Levels of Support

The level of support a student requires mirrors their level of need. The nature of the support is defined in the KHDA Directives and Guidelines for Inclusive Education (2019).

Level of Need	Students	Definition	Support in Practice
Level 1 General Support Service	Large majority of Students of Determination	High quality differentiated teaching in the classroom provides sufficient support.	Classroom level accommodations, assistive technology, short-term interventions. Main point of contact is member of the pastoral/ academic team.

			Level 1 plan is reviewed 1x per year
Level 2 Targeted Support Service	Minority of Students of Determination	Additional, specific and time-limited intervention that is provided to students falling behind age-related expectations.	Targeted interventions with the class teacher/LSA or Inclusion Team.

In-class support where required.

Main point of contact is Inclusion Link Teacher.

Level 2 plan is reviewed 2x per year |
| Level 3 Individualised Support Service | Few Students of Determination | Individualised and specialised provision, which is different from that provided to most other Students of Determination. This may include full-time support by an Individual Learning Support Assistant (ILSA) if support is required outside of the Standard School Service. | Personalised approach to the curriculum.

Integration with peers as much as possible, but targets lessons where required.

Main point of contact is Inclusion Link Teacher.

Level 3 plan is reviewed 3x per year. |
| *The following categorisation has been defined by school and is not officially in the KDHA documentation:* | | | |
| Level 3+ Highly-Personalised Support Service | Very few Students of Determination | Highly-personalised and specialised provision for students who require a multi-agency Teach around the Child approach. This may | Alternative learning Pathways further support the Level 3 programme above.

Work with ILSA and therapists. |

		include a reduce curriculum with ILSA support.	Main point of contact is Director of Inclusion.

*Please note that all students identified as students of determination at level 1,2, or 3 are placed on our internal register and the KHDA portal register.

7.5 Inclusive Education Committee (IEC)

The Inclusive Education Committee (IEC) consists of:

- Inclusion Governor
- Principal
- Inclusion Champion
- Parent representatives
- Members of the Inclusion Team (Director of Inclusion, Inclusion Link Teacher, Inclusion Assistant).

Together, the IEC works to promote and sustain an inclusive culture that respects diversity, creates a sense of belonging and prioritises access to high quality educational experience.

7.6 External Agencies

DBS Mira works collaboratively with a wide range of external agencies who provide specialist support to the student, their families and to school through a Team Around the Child approach. This collaboration allows for advice and guidance to be given regarding individual cases and through the delivery of training to staff and workshops to parents. DBS Mira facilitates connections between high quality agencies and families of the school to offer an extra layer of support and is committed to ensuring space is provided for external agencies to work in across a range of therapies.

7.7 Resources

The Inclusion Team mainly 'push in' to classrooms to support children with in-class learning. However, there are also specialist classroom spaces available for the Inclusion Team to use, including 2 intervention rooms, a therapy room and a sensory room. Spaces are equipped with educational equipment and tools to support learning.

Digital educational tools for both assessment and learning support are used across the school in an age-appropriate manner.

7.8 Exemptions

Some students who are identified as Level 2, 3 or 3+ may find studying of Arabic or other foreign languages a significant challenge. In this case, an application can be made to the KHDA for an Arabic and/or language exemption.

For an application for exemption, a full educational assessment conducted by an Educational Psychologist is required. The report requires a stamp from a provider approved and registered with the Community Development Authority (CDA). If the report is from outside of the UAE, it will need to be attested by an approved organisation. The report should specify that the student's learning needs are significant enough to justify an exemption and the nature of the work that should be undertaken during this additional time to support with learning and progress. The Inclusion Team collect the documents required and liaise with the Registrar to submit the application. Once the application is approved, a plan is implemented to support the student's individual needs and targets for when Arabic or the other language is scheduled on the timetable.

7.9 Physical Accessibility

The school site is compliant with the Dubai Universal Design Code and has been planned as a fully accessible school, including lifts, ramps and toilet facilities for wheelchair users. The Operations Team regularly conduct audits of the site to ensure accessibility is compliant.

DBS Mira aims to provide equal access to all school activities, including sporting and recreational activities, for students with disabilities.

7.10 Access Arrangements

For the academic year 2025-26, DBS Mira accommodates children from FS1-Year 6 and so no public examinations requiring the application of access arrangements are required.

However, to ensure Students of Determination adopt a 'normal way of working (as per JCQ), we ensure learning plans reflect exam access arrangements (eg additional time, reader, scribe, rest breaks, prompts, word processing) which are in place for internal assessments and, where possible external assessments (eg GL PT).

As the school grows, we will continue to implement access arrangements in readiness for formal examinations, to remove/ reduce barriers whilst also maintaining fairness and validity.

The Director of Inclusion holds qualifications to assess for exam access arrangements.

7.11 ELL

DBS Mira support students who are unable to communicate fluently or learn effectively in English due to limited English language. These students are typically new to an English-speaking environment and come from non-English speaking homes/backgrounds and require structured support whilst they acquire the vocabulary and skills to manage the mainstream classroom.

ELL students are expected to be fully immersed in the mainstream classroom environment with an agreed level of support identified on a learning plan, appropriate to their need. Progress is monitored termly, with guidance offered to the family so that support is in place at home.

If expected progress is not seen, an assessment for Special Educational Needs (SEN) will be made.

7.12 Gifted & Talented (G&T)

At DBS Mira, students in Year 4 and above are identified as Gifted and Talented if they achieve a CAT4 Mean score of 127+ and/or demonstrate performance significantly above age-related expectations in a specific area when compared with their peers. Support for these students is provided primarily through Quality First Teaching, ensuring appropriate stretch and challenge within the classroom, complemented by enrichment opportunities such as academic competitions, specialist clubs, and extension activities to deepen engagement. For students below Year 4, formal CAT4 data is not used; however, those who display exceptional ability are closely monitored and nurtured under our Highflyers programme with tailored stretch and challenge strategies within the classroom and enrichment opportunities in place to support their emerging talents.

7.13 ECAs

All students are encouraged to participate in the ECA programme to have equal access to a broad, balanced and enriched educational experience. The Inclusion Team work with teachers to ensure accommodations for students identified in the learning plans are also in place during ECAs. If a child received one-to-one support from an ILSA during the day, the same level of support is expected during the ECA, unless approved by the Director of Inclusion.

For externally provided After School Activities (ASAs), parents are responsible for speaking with the provider to ensure the club is accessible and that the club instructors are aware of their child's needs.

8- Monitoring and Evaluation

Inclusion progress and provision are reviewed termly by the Director of Inclusion through the monitoring of data (curriculum progress and outcomes as well as

progress against individual learning plan goals), learning walks and observations and staff, student and parent voice. This is then reported through termly Governance Meetings.

The Inclusion SEF is used as a tool to continually audit and improve inclusive practice and ensure compliance with KHDA standards to inform school improvement planning.

9- Training and Awareness

All staff receive induction and ongoing CPD on inclusive practices, differentiation, EAL support, and SEND strategies. Specialist training is provided for LSAs, ILSAs, and teaching staff based on identified needs. Parents are engaged through workshops, information sessions, and collaborative planning meetings.

Training programmes are determined by the needs of students within the school. evaluation of training needs from the Inclusion and Senior Leadership Teams and staff/ parent voice.

Training is delivered mainly by the Inclusion team, though sometimes may be provided by external agencies who work with the school, guest specialist speakers, or members of the broader staff body who have been identified as 'experts' in a particular area.

10-Related Policies/ Documents

- DBSM Admissions Policy
- DBSM Teaching and Learning Policy
- DBSM Assessment Policy
- DBSM Child Protection and Safeguarding Policy
- DBSM Relationships Policy
- KHDA Inclusive Education Framework (2017)
- KHDA Directives & Guidelines (2020)
- KHDA Advocating for Inclusive Education (2021)

APPENDIX A

DBS Mira Inclusion Organisational Chart

Director of Inclusion	
Lyndsay Wing	
Inclusion Link Teacher FS1-Y1	**Inclusion Link Teacher Y2-6**
Gillian Sallie	Nikita Dixon
Inclusion Support Assistant	
Sunetra Gupta	
Individual Learning Support Assistants (ILSAs)	