INCLUSION POLICY

(2025 – 2026)

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1. RATIONALE

The Central School is dedicated to the principle of "Education for All." We operate under a "Zero Reject" policy, ensuring that no student is denied admission solely based on their experience of Special Educational Needs and Disability (SEND). We believe in a diverse environment where every student, regardless of their barriers to learning, is valued, supported, and empowered to reach their potential.

Legal Framework:

This policy is drafted in strict adherence to:

- **Federal Law No. (29) of 2006** regarding the Rights of Persons with Special Needs.

- **Dubai Law No. (2) of 2014** regarding the Protection of the Rights of Persons with Disabilities.

- **Executive Council Resolution No. (2) of 2017** regulating Private Schools in Dubai.

- **United Nations Convention on the rights of persons with disabilities** (UNCRPD, 2008: 2010)

- **Dubai Inclusive Education Policy Framework (2017).**

- **Directive and Guidelines for Inclusive Education (2019)**

- **Implementing Inclusive Education a guide for Schools (2020)**

- **Advocating for Inclusive Education a guide for parents (2021)**

- **CBSE Affiliation Bye-Laws** Children With Special Needs **(CWSN)** (Provisions for candidates with disabilities).

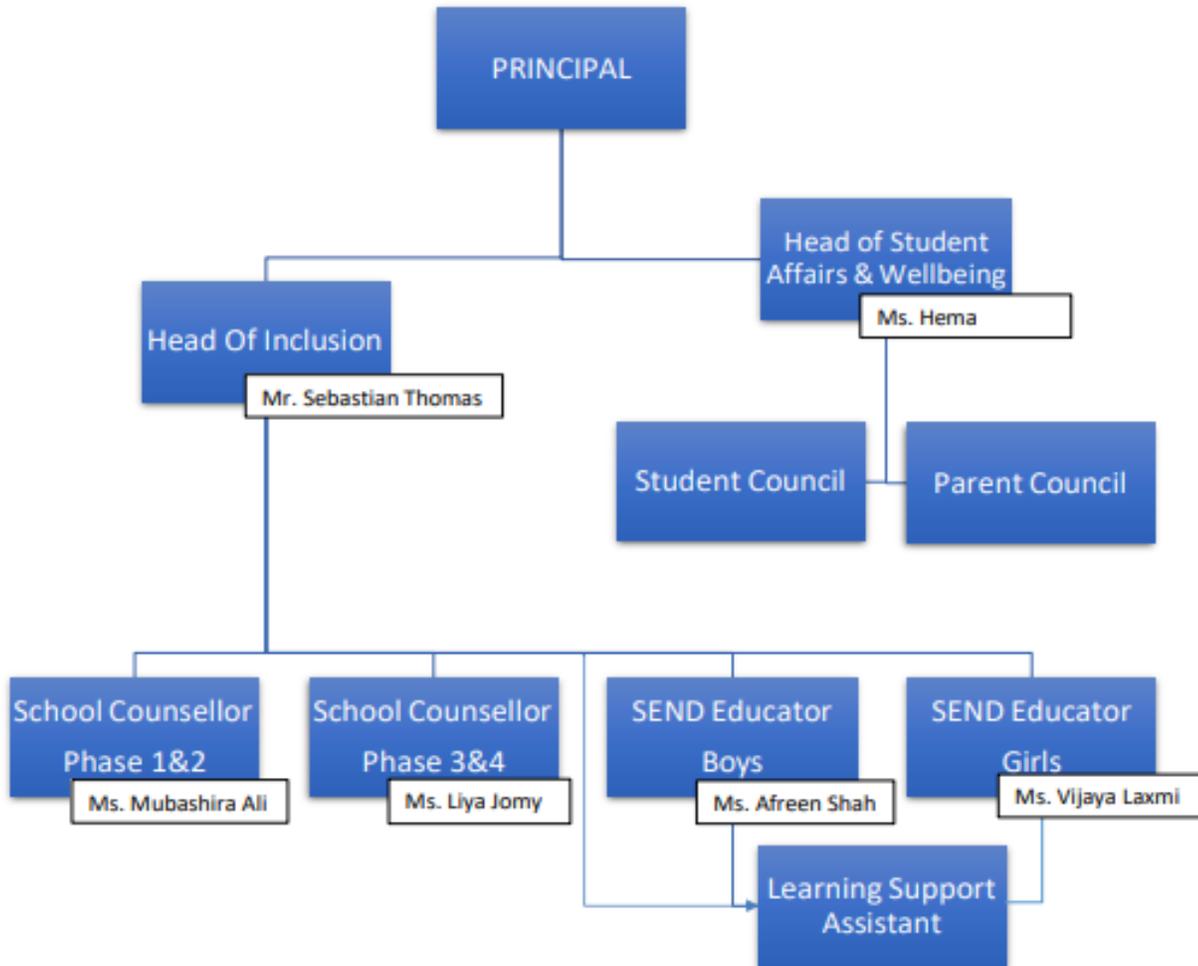## 2. CATEGORIES OF DISABILITY (UAE UNIFIED FRAMEWORK)

The school identifies needs based on the **12 distinct categories** mandated by the UAE Ministry of Community Development and KHDA, grouped by their primary barrier to learning:

COMMON BARRIERS TO LEARNING	CATEGORIES OF DISABILITY	IDENTIFICATION / SUB-CATEGORIES
Cognition and Learning	Intellectual Disability	• Learning Difficulties 1 (Mild) • Learning Difficulties 2 (Moderate) • Learning Difficulties 3 (Severe)
	Specific Learning Disorders	• Dyslexia (Reading) • Dysgraphia (Writing) • Dyscalculia (Math) • Dyspraxia (Motor Coordination)
	Multiple Disabilities	• Presence of two or more significant disability
	Developmental Delay	• Significant delay in developmental milestones (Younger than 5 years)
Communication and Interaction	Communication Disorders	• Expressive Language Disorder • Receptive Language Disorder • Speech Fluency / Sound Disorder • Social Communication Disorder
	Autism Spectrum Disorders	• (Mild) • (Moderate) • (Severe)
Social, Emotional, and Mental Health	Attention Deficit Hyperactivity Disorder	• ADHD (Inattentive) • ADHD (Hyperactive / Impulsive) • ADHD (Combined)
	Psycho-Emotional Disorders	• Anxiety / Depression • obsessive-compulsive disorder (OCD) • Oppositional Defiance Disorder (ODD) • Post-Traumatic Stress Disorder (PTSD)
Physical, Sensory, and Medical	Sensory Impairment	• Visual Impairment • Hearing Impairment
	Deaf-Blind Disability	• Concomitant hearing and visual impairments
	Physical Disability	• Cerebral Palsy • Muscular Dystrophy • Spina Bifida
	Chronic or Acute Medical Conditions	• Diabetes • Epilepsy • Asthma • Cardiac conditions (impacting education)

3. ROLES AND RESPONSIBILITIES (The DEIW Structure)

DEIW STRUCTURE

DEPARTMENT Of EMPOWERMENT For INCLUSION And WELLBEING

PRINCIPAL

Head of Student Affairs & Wellbeing
Ms. Hema

Head Of Inclusion
Mr. Sebastian Thomas

Student Council

Parent Council

School Counsellor Phase 1&2
Ms. Mubashira Ali

School Counsellor Phase 3&4
Ms. Liya Jomy

SEND Educator Boys
Ms. Afreen Shah

SEND Educator Girls
Ms. Vijaya Laxmi

Learning Support Assistant

Principal:

- Ensures full implementation of inclusion policies at whole-school level.
- Allocates adequate staffing, resources, and training for inclusion.
- Upholds KHDA and CBSE compliance across all inclusion procedures.
- Leads a school culture where diversity is valued and inclusion is non-negotiable.
- Supports HoI/SENCo in decision-making regarding student placement, provision, and staffing.

Head of Inclusion (HoI):

- Promotes the "Culture of Inclusion" among staff, ensuring it isn't viewed as just the "Inclusion Department's job."

- Operational lead. Manages the register, conducts screenings, trains staff, and coordinates with KHDA/CBSE.

School Counsellor

- Provides emotional, social, and behavioural support for students.
- Collaborates with HoI/SENCo to identify and support students with mental-health or behavioural needs.
- Offers individual or group counselling, crisis intervention, and well-being programs.
- Communicates with parents and external therapists where appropriate.
- Contributes to transition plans (e.g., between grade levels or school phases).

SENCo:

- Supports the HoI/Counsellor in coordinating provision for Students of Determination.
- Leads development and review of IEPs, accommodations, and interventions.
- Monitors student progress and ensures provision is evidence-based.
- Guides teachers in instructional adaptations, differentiation, and behaviour support.
- Ensures documentation is accurate and aligned with KHDA/CBSE requirements.

Teachers

- Deliver inclusive classroom instruction through **differentiation, accommodations, and UDL principles**.
- Implement IEP goals, classroom strategies, and recommendations provided by DEIW.
- Monitor student progress and share regular feedback with DEIW and parents.
- Collaborate with LSAs and ensure their work aligns with instructional goals.
- Maintain an inclusive classroom climate that supports diverse learners and promotes social participation.
- Refer concerns early to DEIW and participate in professional learning on inclusive practices.

Learning Support Assistants (LSA):

- Specific to individual students (Level 3).
- **Role:** To bridge the gap between the student and the teacher. They facilitate social interaction and access to learning but do not do the work for the child.
- **Recruitment:** While funded by parents, LSAs are interviewed, trained, and monitored by the School (HoI) to ensure quality.

Parents:

- Must partner with the school in generalising skills (e.g., practicing therapy goals at home).
- Responsible for securing external therapy/assessments when the school's internal screening indicates a need.

4. ADMISSIONS POLICY

Our admission process is inclusive and non-discriminatory.

- **Admission Assessment:** The entrance test is used for "Readiness Identification," not exclusion. If a student performs below age-expectations, the Inclusion Team conducts a secondary observation to determine if the school can meet the child's needs with the current level of provision (Level 1, 2, or 3).

- **Sibling Priority:** Siblings of enrolled Students of Determination receive priority status during the admissions process to support family logistics.

- **Medical Disclosure:** Parents are contractually obliged to disclose all known medical, psychological, and educational reports during registration. Withholding such information may lead to a review of the school placement, not due to the disability, but due to the inability to safeguard the child effectively.
- **Transition:** For students with complex needs, the DEIW will collaborate with the previous school or Early Intervention Centre to ensure a smooth transition plan is in place before the first day of school.

5. IDENTIFICATION PROCEDURES AND REFERRAL

The school utilises a **Phased Identification Model** to detect barriers to learning early.

Phase 1: Identification of a Concern (Trigger): The subject teacher or parent notices a concern (academic gap, behavioral change, or sensory issue). The teacher implements initial strategies in the classroom for 3-4 weeks.

Phase 2: Screening: If Phase 1 strategies fail, the teacher completes a **Referral Form**. The Inclusion Team uses internal tools (SWS-SN Screening, RCPM/SPM, Classroom Observation, CAT4 Analysis, NIMSALT, Functional Behavioural Assessment (FBA), Behavioural Checklists) to gather data.

Phase 3: Specialist Assessment: For complex cases, the school may request an external Psycho-Educational Evaluation (SEED Special Education Centre) to confirm a medical diagnosis and register the student with KHDA.
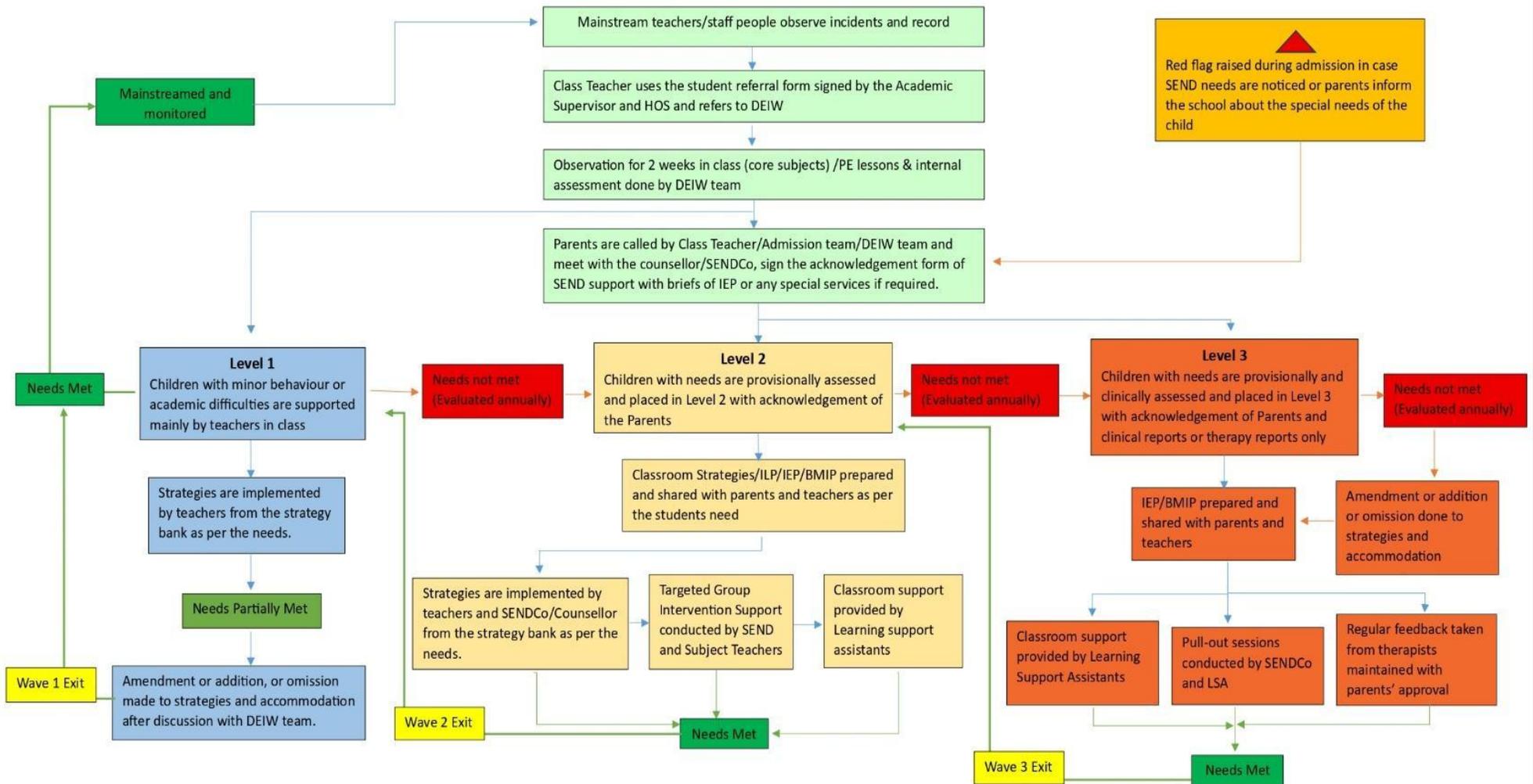
Inclusion Referral Flow Chart

Below outlines the step-by-step journey of a student from the initial concern to the provision of support.
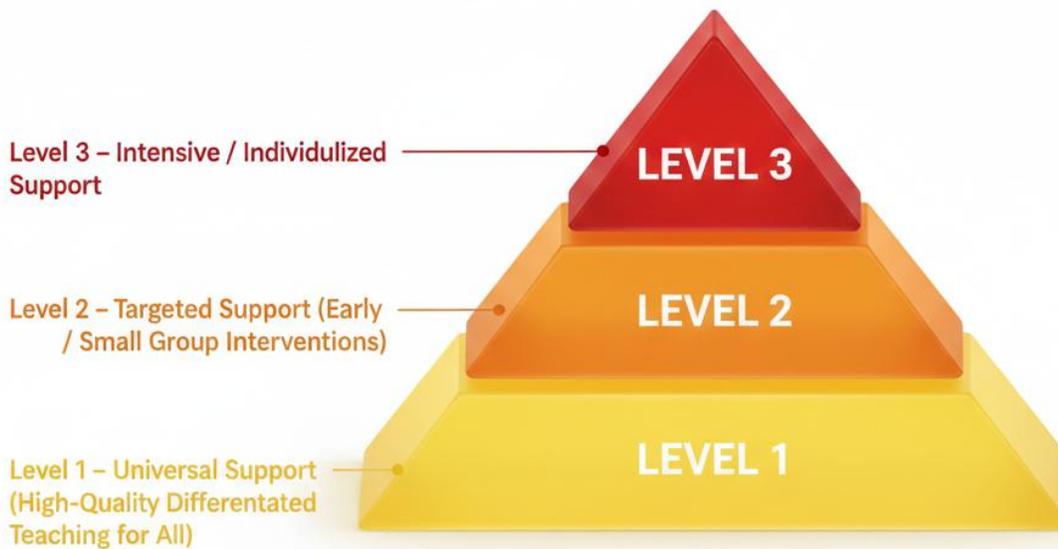
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DEPARTMENT OF EMPOWERMENT TO INCLUSION & WELLBEING

(DEIW)

INCLUSION REFERRAL FLOWCHART

Mainstream teachers/staff people observe incidents and record

Class Teacher uses the student referral form signed by the Academic Supervisor and HOS and refers to DEIW

Observation for 2 weeks in class (core subjects) /PE lessons & internal assessment done by DEIW team

Parents are called by Class Teacher/Admission team/DEIW team and meet with the counsellor/SENDCo, sign the acknowledgement form of SEND support with briefs of IEP or any special services if required.

Red flag raised during admission in case SEND needs are noticed or parents inform the school about the special needs of the child

Mainstreamed and monitored

Needs Met

Level 1
Children with minor behaviour or academic difficulties are supported mainly by teachers in class

Needs not met
(Evaluated annually)

Level 2
Children with needs are provisionally assessed and placed in Level 2 with acknowledgement of the Parents

Needs not met
(Evaluated annually)

Level 3
Children with needs are provisionally and clinically assessed and placed in Level 3 with acknowledgement of Parents and clinical reports or therapy reports only

Needs not met
(Evaluated annually)

Strategies are implemented by teachers from the strategy bank as per the needs.

Classroom Strategies/ILP/IEP/BMIP prepared and shared with parents and teachers as per the students need

IEP/BMIP prepared and shared with parents and teachers

Amendment or addition or omission done to strategies and accommodation

Needs Partially Met

Strategies are implemented by teachers and SENDCo/Counsellor from the strategy bank as per the needs.

Targeted Group Intervention Support conducted by SEND and Subject Teachers

Classroom support provided by Learning support assistants

Classroom support provided by Learning Support Assistants

Pull-out sessions conducted by SENDCo and LSA

Regular feedback taken from therapists maintained with parents' approval

Wave 1 Exit

Amendment or addition, or omission made to strategies and accommodation after discussion with DEIW team.

Wave 2 Exit

Needs Met

Wave 3 Exit

Needs Met

6. THE GRADUATED SYSTEM OF SUPPORT (LEVELS OF PROVISION)

The school adopts the KHDA-mandated **Graduated Systems of Support** model. This recognises that every student has different needs, and the intensity of support should increase or decrease based on the student's progress. We ensure the *right* support is provided at the *right* time.

Level 3 – Intensive / Individulized Support

Level 2 – Targeted Support (Early / Small Group Interventions)

Level 1 – Universal Support (High-Quality Differentiated Teaching for All)

LEVEL 3

LEVEL 2

LEVEL 1

- **Who is this for?**

    o All students, including those with mild learning difficulties or those who require minor accommodations (e.g., students who wear glasses, have mild attention issues, or are English as a Second Language Learners).

    o Students who are generally meeting age-related expectations but require specific strategies to lower barriers.

- **What is the Action?**

    o **Inclusive Environment:** The Classroom Teacher retains full responsibility for the student's learning. They create a classroom environment that reduces anxiety and promotes engagement.

    o **Differentiation:** Teachers adapt their instruction using the **Content, Process, or Product** method to suit different learning styles.

    o **Consultation:** The teacher may seek advice or strategies from the Head of Inclusion, SENCo and Counsellor (as needed), but implements them independently.

    o **Documentation:** Students may be placed on an Accommodation Plan (or 504 Plan) if they require environmental changes (e.g., preferential seating, enlarged fonts) but do *not* require curriculum modification.

    o **Support:** Scaffolding is provided by the teacher to help students access the standard curriculum.

LEVEL 2: TARGETED SUPPORT (Time-Bound Intervention)

This level is for students for whom Level 1 support has not been enough to close the gap. Support here is "Additional to" and "Different from" the general class provision.

- **Who is this for?**

    o Students falling significantly behind their peers (typically a gap of **1 to 2 years** in attainment).

    o Students who are identified as "At Risk" regarding literacy, numeracy, or social skills.

- **What is the Action?**

    o **Strategic Intervention:** The student receives specific, time-bound interventions (e.g., a 6-week remedial reading program) delivered by a Special Educator or Competent Teacher.

    o **Pull-Out Sessions:** Students may be withdrawn from non-core lessons for small group work to bridge specific academic gaps.

    o **Documentation:** An **Individual Learning Plan (ILP)** or **Individual Education Plan (IEP)** is created with SMART targets to track catch-up progress.

    o **Therapy:** Consultation with the School Counsellor or external therapists (Speech/Occupational) may be initiated to screen for underlying issues.

LEVEL 3: INDIVIDUALISED SUPPORT (Specialised Provision)

This represents the highest level of provision for students with chronic, complex, or severe barriers to learning.

- **Who is this for?**

    o Students with clinically diagnosed conditions (e.g., Severe ASD, Intellectual Disability, Multiple Disabilities) who cannot access the standard curriculum without significant modification.

    o Students who require full-time adult support for safety, behavior, or learning access.

- **What is the Action?**

    o **Personalisation:** High involvement of the Head of Inclusion and the DEIW Staff to manage daily provision.

    o **Curriculum Modification:** The curriculum content is significantly altered. The student may work on grade-level modified objectives that differ from those of their peers.

    o **Full-Time LSA:** A dedicated **Learning Support Assistant (LSA)**—funded by the parent—is often required to facilitate access, safety, and social integration.

    o **Integrated Therapy:** External therapies (ABA, Speech, OT) are integrated into the school day where possible through the support of parents.

    o **Documentation:** A mandatory, comprehensive **Individual Education Plan (IEP)** acts as the legal roadmap for the student's education, reviewed termly.

7. COMPREHENSIVE PLANNING & THE IEP TEAM

7.1 Comprehensive Assessments
Assessment is the first step in the inclusion journey. The DEIW utilises data from CAT4, internal school assessments, and

formal external reports (Psycho-Educational Evaluations) to establish a "baseline." This data identifies the specific barriers to learning and determines whether a student requires Level 1, 2, or 3 provision.

7.2 Types of Individualised Plans

Based on the assessment data, one of the following plans will be developed:

- **Individual Education Plan (IEP):**
  A statutory document for students on Level 2 (Optional/Needs basis) and Level 3 support. It acts as the roadmap for the student's education, outlining specific barriers, SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), and necessary modifications. It is reviewed termly.

- **Behaviour Intervention Plan (BIP):**
  A supportive document led by the School Counsellor and DEIW for students whose primary barrier is social, emotional, or behavioural. It focuses on positive behaviour strategies, identifying triggers, and teaching replacement behaviours to ensure the student can access the learning environment safely.

- **Accommodation Plan/Individual Learning Plan (ILP):**
  For students who do not require curriculum modification but need specific changes to the environment or testing conditions (e.g., extra time, preferential seating, use of a laptop). This is common for students with medical conditions or mild learning difficulties (Level 1).

7.3 The IEP Development Team

The creation of an IEP is never a solo task; it is a collaborative process centered around the student.
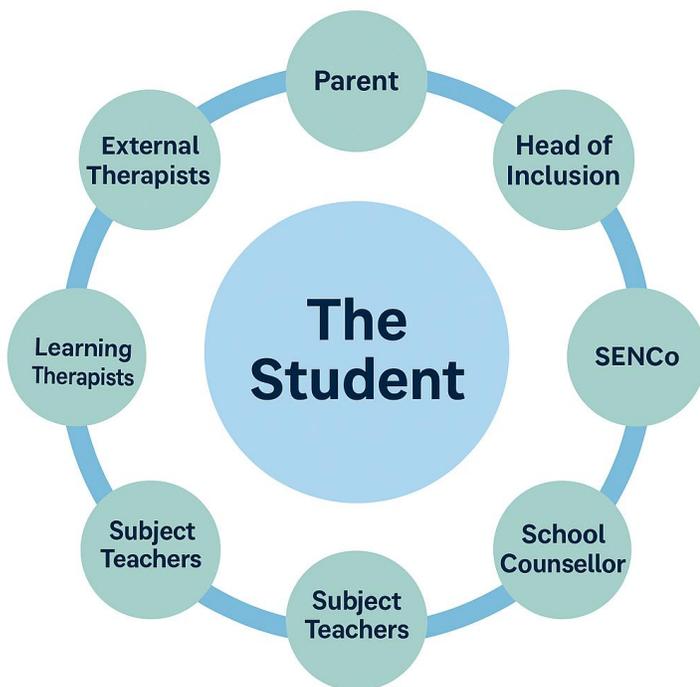
8. INSTRUCTIONAL & MARKING GUIDELINES

To ensure students with needs are not discouraged, teachers apply specific strategies:

A. Notebook Correction (Recommendation: Pink/Blue Strategy)

- **Positive Feedback:** Teachers use **Pink** to highlight what the student did well.

- **Constructive Feedback:** Teachers use **Blue** sparingly to indicate "Next Steps."

- **Spelling:** For students with Dyslexia, spelling errors are not aggressively marked unless it is a spelling test. The focus remains on *concept understanding*.

- **Emoji System:** Use of stickers/emojis for younger students to provide visual, immediate, and non-threatening feedback (e.g., "Thinking Face" for 'check again').

B. Scaffolding (Prompt Hierarchy)
Teachers support independence by moving from most help to least help:

1. *Physical/Modeling:* "Watch me do it."

2. *Visual:* Using pictures/cue cards.

3. *Verbal:* "What comes next?"

4. *Independent:* Student does it alone.

9. INCLUSION & EXEMPTIONS POLICY (CBSE + KHDA Context)

As a school operating under CBSE curriculum and KHDA, we commit to integrating both CBSE's concessions and KHDA's guidelines for students of determination/CWSN.

9.1 Eligibility & Approval Process

- Students must present a valid disability / medical certificate from an authorised authority (DHA).

- For KHDA-related language exemptions, the school will submit a formal exemption request to KHDA, along with required documentation (assessment reports, IEP / school history / parental consent) for review.

- For CBSE-based concessions, the school will process applications as per CBSE CWSN provisions upon parents' requests.

9.2 Academic & Language Exemptions

CBSE-Based Provisions

- Exemption from the Third Language requirement, where applicable.

- For Class X: option to have only one compulsory language instead of two.

- Students with disabilities may select electives/subjects from CBSE's approved list (including skill-subjects) to ease academic load, according to their needs and capacity.

- Examination accommodations: scribe/reader support, extra time, alternate question papers (enlarged font or simplified formats), alternate arrangements for practical components.

KHDA / UAE-Context Exemptions (Arabic / Second Language)

- For students of determination, the school may apply to KHDA for exemption from Arabic (or Arabic as Additional Language), or — where full exemption is not approved — a shift from higher-level Arabic (Arabic A) to a simplified version (Arabic B), depending on their assessed needs.

- Exemption from Second Language / non-core language subjects may also be considered under KHDA's "Subject Exemption Due to Special Cases" guidelines.

- These exemptions are considered on a case-by-case basis and require submission of evidence: medical/psychological reports, school assessments and prior academic history, parental consent, and justification of need.

9.3 Support & Exam Accommodations

In addition to subject and language exemptions:

- Provide support such as Learning Support Assistants (LSA), modified curriculum or assessment where needed.

- For students whose disabilities impact learning significantly, implement Individualised Education Plans (IEPs) or tailored learning support, special accommodations in assessments, and regular review.

9.4 Documentation & Review

- All exemption requests (language or subject) must be documented, with a formal request submitted to KHDA (for Arabic/Second Language) or CBSE (for CBSE-based concessions) as appropriate.

- Parents must give written consent for any exemption or adapted curriculum/assessment.

- Student's progress will be reviewed periodically; exemptions or supports may be re-evaluated based on improvements or changed needs.

9.5 Board Examination Concessions

Based on the medical report, the school applies to the CBSE Board for:

- **Extra Time:** Compensatory time (typically 20 minutes per hour).

- **Scribe/Reader:** For students unable to write/read independently.

- **Modified Question Papers:** Larger font or removal of visually based questions for visually impaired students.

10. ASSESSMENT AND REPORTING

- **Accommodated Assessment:** Students receive extra time or a separate room for internal exams to reduce anxiety.

- **Modified Assessment (Level 3):** For students on a modified curriculum, grades are based on progress towards their IEP Goals rather than the general grade-level standard. Their report card will explicitly state that the grade reflects an "Individualised Curriculum."

- **IEP Reviews:** Meetings are held termly. Parents, the student (where appropriate), and the Inclusion Team review the SMART targets set in the IEP.

11. GIFTED AND TALENTED (High Ability)

As part of our inclusive education approach, we recognise students with exceptional ability or talent who require targeted opportunities for challenge and extended learning, in line with KHDA expectations.

11.1 Identification

Students may be identified through:

- **Standardised assessments**: CAT4 Mean SAS > 126, Stanine 9 in ASSET/Internal scores.

- **Outstanding performance** in specific domains (e.g., arts, sports, innovation, leadership).

- **Teacher or parent nomination**, supported by evidence.

Identification is ongoing and reviewed regularly.

11.2 Provision

All identified students receive an **Advanced Learning Plan (ALP)** outlining strengths, goals, and tailored strategies.

11.3 Strategies for High Ability Learners

Provisions may include:

- **Enrichment & depth tasks**

- **Higher-order thinking projects / inquiry work**

- **Leadership or specialised talent opportunities**

- **Curriculum compacting or accelerated content** (when appropriate)

12. CONFIDENTIALITY

All sensitive records (Psychological reports, IEPs, medical data) are stored in secure, locked files (physical and digital). Information is shared strictly on a **"need-to-know" basis** with direct teaching staff to ensure accommodations are implemented. No data is shared with third parties without parental consent.

13. Policy Review:
This policy is reviewed annually by the Inclusion Support Team to ensure alignment with the latest KHDA Directives and CBSE Circulars.

14. APPENDIX

DEFINITIONS

To ensure a shared understanding among all stakeholders:

- **Department of Empowerment for Inclusion & Wellbeing (DEIW):** The operational department within the school, overseen by the Principal, led by the Head of Inclusion. This department comprises the SENCo (Special Education Needs Coordinator), School Counsellors, and Learning Support Assistants. They handle the daily implementation of support, wellbeing interventions, and G&T provisions.

- **Inclusion Support Team (IST):** As mandated by the Dubai Inclusive Education Policy Framework, this is the strategic steering group that meets termly to review the efficacy of the DEIW. It includes the Principal, Head of Inclusion, Inclusion Governor, Head of Student Affairs and Wellbeing, and a Parent and Student Representative.

- **Students of Determination (SoD):** Students with long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in education on an equal basis with peers.

- **Barriers to Learning:** Factors that prevent a child from learning. These can be *Intrinsic* (medical/cognitive conditions) or *Extrinsic* (environmental factors, language barriers).

- **Individual Education Plan (IEP):** A written document tailored to the specific needs of a student (Level 2 & 3), outlining SMART goals, accommodations, and progress measures.

- **Advanced Learning Plan (ALP):** A personalized plan outlining enrichment and extension strategies designed to challenge Gifted and Talented students beyond the standard curriculum expectations.

- **Individual Learning Plan (ILP):** A targeted intervention plan containing specific, short-term academic goals designed to bridge attainment gaps for students receiving Level 2 support.

Reviewed by	Senior Leadership Team	Reviewed & Approved	
Review Date	April 2025	**Next Review Date**	March 2026
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved