



مدرسة دبي للتربية الحديثة  
Dubai Modern Education School

# Inclusion Policy



## School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

## School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

## Core Values

-  Citizenship
-  Respect
-  Leadership
-  Responsibility
-  Tolerance
-  Commitment
-  Excellence
-  High Expectation

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## Inclusion Policy

### 1.0 Primary Values

At DMES, teachers, administrators, and staff believe in the equal worth and dignity of all students and are committed to educating all students to their maximum potential. We believe that every learner is unique and special and that teaching is a responsibility, not a task. That is why we are committed to supporting the needs of our various student populations. We value student diversity and respect individual learning differences, working to meet students where they are, and helping them grow through scaffolded support. At DMES, we act as a community and prioritize the students' needs. Learners are continually encouraged to appreciate diversity and to care for others. We strongly believe that:

- Every child has the right to attain an education in the setting most appropriate for his or her needs.
- The education of children should take place in the least restrictive, most normalized education setting in which students can benefit.
- All children have the right to access an education that encompasses their spiritual, physical, social, emotional, and cognitive development to prepare them adequately to lifelong learning.
- Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges.

### 2.0 Rationale

All learners, wherever they are educated, need to be able to learn, play and develop alongside each other within their local community. Evidence from research<sup>1</sup> has revealed that students of determination will benefit from alternative learning strategies and provisions in school settings. Thus, the rationale behind this policy is to:

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<sup>1</sup>Inclusion of Students with SEN in the General Education Classroom (2018)



- Be the platform on which all decisions will be based on when it comes to Inclusive Education in order to attain full implementation of laws and regulations.
- Facilitate the provision of specialized facilities, personnel, and infrastructure to cater for all learners' needs.
- Act as a catalyst for promoting the right of all learners to have access to a broad, balanced and appropriate curriculum

### 3.0 Purpose

The purpose of this document is to articulate how Dubai Modern Education School provides quality inclusive education to meet the needs of Students of Determination. The policy towards a more inclusive state education is guided by the Dubai Inclusive Education Policy Framework (2017) which is a part of the wider vision for Dubai to become a fully inclusive city by 2020<sup>2</sup>. This policy applies to both sections of the school (Ministry of Education and US Curriculum) and is to be communicated to, and understood by, all continuing and new teachers, students, parents, and administrators.

### 4.0 Legislation

DMES inclusion policies and procedures 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), Implementing Inclusive Education: A Guide for Schools (2019), Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019), School-Home Provision: A Collaborative Approach to Distance Learning for Students of Determination (2020), and Advocating for Inclusive Education: A Guide for Parents (2021).

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<sup>2</sup>Dubai Inclusive Education Policy Framework (2017)



This policy ensures compliance with **UAE Federal Law. 29 (2006)** concerning the Rights of People with Special Needs, **UAE Federal Law 2 (2015)** against Discrimination and Hatred, and **United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008; 2010)**.

DMES admissions policy adheres to the guidelines of the Dubai Inclusive Education Framework (DIEF 2017); **Federal Law No 29 of 2006** concerning the Rights of People of Determination; **Dubai Law No 2 of 2014** concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

**UAE Executive Council Resolution No. (2) of 2017** Regulating Private Schools in the Emirate of Dubai including;

**Article 4 Clause 14:** To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;

**Article 13 Clause 16:** To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

**Article 13 Clause 17:** To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;

**Article 13 Clause 19:** To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

**Article 23 Clause 1:** To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion or social class.



## 5.0 Aims

At DMES, we aim to ensure that the needs of students of determination are met and that they do not become a barrier to effective learning, measurable progress, appropriate levels of attainment, and personal achievement. Through the Inclusion Policy, DMES aims to:

- Commit to high quality education for students of determination.
- Ensure equitable access to appropriate provision, resources and curricular options for students of determination
- Ensure students reach their full potential academically, emotionally and socially.
- Raise awareness and understanding of students with disabilities to better equip and manage their needs.
- Ensure that parents have an understanding of the responsibility placed on the school staff.
- Deploy and train support staff and teachers in special needs.
- Support students of determination in accordance with all those responsible for or involved in inclusion provision take into account the views and needs of the child.
- Work in partnership with parents and students in identifying and meeting individual needs.

## 6.0 Definitions

**6.1 Barriers<sup>3</sup>:** Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

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<sup>3</sup>Dubai Inclusive Education Policy Framework (2017)



- 6.2 Disability<sup>4</sup>:** A social condition that occurs when an individual with a long term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.
- 6.3 Impairment<sup>5</sup>:** A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.
- 6.4 Student of Determination<sup>6</sup>:** A student with a long term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age.
- 6.5 Special Educational Need and Disability (SEND)<sup>7</sup>:** A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.
- 6.6 Learning Support Assistant<sup>8</sup>:** A learning support assistant is a trained member of education support staff who works under the direction of a classroom teacher. Their primary role is to effectively support students of determination to access appropriate learning experiences within common learning environments alongside same aged peers.

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<sup>4</sup>Dubai Inclusive Education Policy Framework (2017)

<sup>5</sup>Dubai Inclusive Education Policy Framework (2017)

<sup>6</sup>Implementing Inclusive Education: A Guide for Schools (2019)

<sup>7</sup>Dubai Inclusive Education Policy Framework (2017)

<sup>8</sup>Implementing Inclusive Education: A Guide for Schools (2019)



**6.7 Individual Educational Plan<sup>9</sup>:** An Individual Education Plan (IEP) is a written document prepared for a named student which specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

## 7.0 Inclusion Policy Guidelines and Procedures

### 7.1 Admission of Students of Determination

Dubai Inclusive Education Policy Framework (2017), supported by Dubai Law No.2 (2014) and The Executive Council Resolution No.2 (2017) stipulate that the admission of students of determination within inclusive schools should be ensured and that the school must not refuse to admit students of determination because of their experience of disability.

### 7.2 Registration of Students of Determination

All the clauses in the policy of general registration of the special education apply to students of determination when they join any grade from the KG to Grade 12. The guidelines for the registration of SODs are as follows:

- The school will inform the parents/guardians about enrollment procedures for all students including students of determination.
- Any student who may be registered as student of determination must be assessed by the Inclusion Department who will provide a thorough assessment prior to acceptance.
- The student of determination will be registered in accordance to his age group. Exceptions to this will be made by the inclusion support team taking into account the student's age which should not exceed 2 years above the age group.
- The students of determination will be registered in school and be provided the placement, services, and supporting according to his/her individual needs and abilities.

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<sup>9</sup> NCSE: Guidelines on the Individual Education Plan Process (2016).



### 7.3 Registration Procedures

- Parent/Guardian should complete registration form to register their child along with all required documents. The registrar will acknowledge receipt of the application and inform the parent when an entrance assessment is likely to take place.
- An inclusion department representative will meet the student of determination and his/her parents/guardian to collect essential information and perform the initial assessment.
- The parent/guardian will provide the school with the student's medical, physiological and educational reports. Parent/Guardian must present all required information and provide factual information about the student.
- If the parent/guardian does not provide the requested information in a factual manner, the student will be withdrawn from the school through administrative action by the School Executive Principal in consultation with the Inclusion Champion and the class teacher.
- If the IEP determines that a qualified learning support assistant is necessary, the inclusion support team interviews the learning support assistant. The learning support assistant will perform the necessary duties to support the student and will include but are not limited to the following:
  - Help the student display appropriate classroom behavior.
  - Provide guidance in completing classroom activities when necessary
  - Help the student achieve goals stated in his/her IEP by implementing the accommodations for student
  - Perform regular data collection as requested by the school, and
  - Update the parents/guardian, the Inclusion Department and the school on the student's progress.
  - When the student is accepted, the parents agree to:
    - Attend meetings or assessments related to the education of their children.
    - Communicate effectively with DMES personnel with respect to their child.
    - Accept their role in the implementation of the IEP.
    - Meet deadlines as specified for the registration of their children.

## 8.0 Identification of Students of Determination

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Department on entry or at any point during their education at DMES.

### 8.1 Categories of Disabilities and Special Educational Needs

In Section 4.1 of the UAE School Inspection Framework 2015-2016, the KHDA includes the following list of 'Types of Need.'

- Behavioral, Social Emotional
- Sensory
- Physical Disability
- Medical conditions or Health Related Disability
- Speech and Language Disorders (this does not include students with additional language needs)
- Communication and Interaction
- Learning Difficulties 1
- Learning Difficulties 2
- Profound and Multiple Learning Difficulties
- Assessed Syndrome
- Dyslexia - reading
- Dysgraphia - writing/spelling
- Dyscalculia - using number
- Dyspraxia - fine and gross motor skills

In addition, the Revised Categorisation Framework for Students of Determination (2019-2020) states:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ( <sup>1</sup> 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. <sup>2</sup> Chronic or acute medical conditions

<sup>1</sup>Intellectual disability (unspecified) is identified as a distinct category within the UAE unified categorisation of disability. However, due to the common 'barriers to learning' experienced by students with 'intellectual disabilities' both are combined for use by schools.

<sup>2</sup>An additional category 'chronic or acute medical conditions' has been added under 'physical, sensory and medical' to ensure a comprehensive coverage of student need.



## 8.2 Identification on Entry Level

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

- Parent/Guardians are asked to disclose any special educational need that has been previously identified.
- Each student's application needs to be accompanied by previous academic reports, transfer certificates and any previous medical/psychological assessments that are relevant to the application including previous Provision Plans and Individual Education Plans.

If any of these measures indicate that the student may have an additional need, the application is referred to the Inclusion Champion for additional consideration. A decision will then be made using the Graduated System of Support as to the ability for the school to meet that child's needs and the level of provision that is required to be put into place.

## 8.3 Identification of Enrolled Students

For students already enrolled at DMES, the following is taken into consideration:

- Data gathered from the Standardized Tests. These tests will include entrance assessments alongside other standardized tests. Students with a low score in any of these tests, will be referred to the Inclusion Team for further assessment and identification if needed.
- **Benchmark testing** – all students undergo benchmark testing which will identify California/UAE MOE Curriculum levels. Students working significantly below age related norms may be referred to the Inclusion Team if the class (or specialist) teacher is concerned that this is related to a specific or general need.
- **On-going Assessments** - Regular assessments and analysis of work samples will assess progress. Students struggling to make expected progress may be referred to the Inclusion Team if the class or specialist teachers are concerned that this is related to a specific or general need.



- **Specific concerns** - a student may be referred by teachers or parents if specific concerns are raised that the Inclusion Team may be able to address.

#### 8.4 Assessment

Once a referral has been made, the student will be assessed by a member of the Inclusion Team to ascertain needs. The assessment may comprise of several different elements, but is likely to include:

- Seeking the viewpoint of the student.
- Seeking and coordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student.
- Discussions with parents on historical and current difficulties the student may be experiencing.
- Standardized tests to assess current levels against national norms.
- Observations and advice from internal or external specialist staff.

It may be appropriate to seek advice from external agencies that could help give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional.

Once the assessment has been completed, the Inclusion Champion will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that necessitates additional provision, in or out of the classroom, the Inclusion Champion will meet with the student, parents and associated professionals to plan for provision.

## 9.0 Inclusion Provision, Support, and Intervention

### 9.1 Graduated System of Support

The Inclusion Team will work in collaboration with classroom and specialist teachers to provide differentiated support for students. Scaffolds and accommodations are developed to offer students access to the curriculum appropriate for their learning needs. Targeted and intensive support is coordinated with all relevant parties and personalized to meet the needs of individual learners. (See Appendix A) Some of the services that the Inclusion Team can provide at DMES include:



- Initial screenings
- 1:1 specific intervention
- Small group intervention
- In-class support
- Modified and/or reduced curriculum
- Exam access arrangements

### 9.1.1 Level 1

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. Provision of high-quality teaching is in place where teachers accommodate for individual differences, learning styles and behavior through effective differentiation.

Class teachers will seek advice and suggestions for provisions to assist individual children's learning needs at designated meeting with the special education teacher. The assigned special education teacher will support the class teacher in providing appropriate curricular modifications, differentiation and assessment strategies. Class teachers also collaborate with learning support assistants and specialists (as necessary) to implement strategies that promote student engagement and lower barriers to learning.

### 9.1.2 Level 2

Some students will need additional support in order to make progress or overcome a particular barrier to learning. This support may only need to be short term and/or in specific areas such as literacy, numeracy or social skills. Students needing short term or specific intervention will move to level 2 of provision. At Level 2, the class teacher holds the main responsibility with support from the Inclusion Department.

An ILP form is filled in by the class teacher with SMART Targets set and provision strategies, programmes and resources identified aimed at enabling the student to develop a level of skill or ability that closely aligns with what is age-appropriate.

These are then shared at a meeting with the child's parents. A copy of the ILP is provided for the parents. ILP's are reviewed every semester, communicated at an ILP review meeting with the class teacher, parents, and the members of the Inclusion Team.



### 9.1.3 Level 3

Students needing long term or intensive support will be moved to Level 3 level of provision. If a student has been assessed as needing Level 3 intervention, this means that the school believes that the student will not make significant progress unless additional provision is made and without this the student is likely to fall further behind his or her peers as the year progresses. At Level 3, responsibility for the student is shared between the class teacher and the Inclusion Team.

Level 3 provision involves developing an Individual Education Plan (IEP) for the student that will identify the individual needs of the student and ensure a program of intervention is delivered to target these needs. This program will be run and monitored by the Inclusion Department in collaboration with the class teacher and will be regularly reviewed with parents and students every semester.

Adjustments will be made to ensure progress. Level 3 level of support may sometimes involve the employment of a Learning Support Assistant to support the student. The format of Level 3, provision will be dependent on the identified needs of the individual student.

- Level 3 LSA students will have a full time Learning Support Assistant and followed an individualized programme of support.
- Level 3 SODs will receive a high level of support from the Inclusion department. They may receive recommendations for further assessment such as Educational Psychology assessment or therapy assessments.

### 9.2 Individualized Educational Plan (IEP)

The Inclusion Champion with the assistance of the special education teachers are responsible for developing IEPs for students requiring specialized services to <sup>10</sup>plan individualized provision in order to reduce the barriers to learning experienced by students of determination, as a result of their difficulty, condition or disorder.

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<sup>10</sup>Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019)



The development of IEPs at DMES is guided by the IEP template from KHDA. (See Appendix A). The IEP is implemented within six weeks of a student being admitted into the school and is created through a collaborative meeting, which is led by the Inclusion Champion and members of the team. This team includes, where possible, the student, their parents and their teacher. In some cases, learning support assistants or external specialists serve as part of the team. The IEP is treated as a working document and is formally reviewed at least three times a year.

- A copy of the IEP is kept by parents, the inclusion champion, and special education teacher. A modified copy covering the recommendation is given to all relevant subject teachers.
- The IEP of students followed by external centers is planned by the inclusion champion and teachers, as well as specialists from the concerned centers, emphasizing the importance of collaborative planning and follow up from both parties for a better IEP implementation.<sup>11</sup>

### 9.3 Progress Report

The aim of the Progress Report is to address aspects of individual students' performance, attainment and progress at a level appropriate to the targets specified in the IEPs. Comments linked to the learner's performance will be added at the end of the progress. Reports reflecting the differentiated and individualized work, related accommodations and curriculum modifications, quizzes and assessments done for the learner.

### 9.4 Evaluation and Review

DMES strives to review its programs on an ongoing basis to ensure accountability. Our evaluation includes an ongoing review of student progress, a school-based team review of services to students. Throughout the year, and parental satisfaction of the education provided to their children. The school contributes to a 'best practices' collection of special education programs and services document and share the successes and challenges of various communities.

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<sup>11</sup>Implementing Inclusive Education: A Guide for Schools (2019)



## 9.5 Grade Advancement

The student of determination will typically pass from one grade to the next when the goals in the IEP have been achieved. Goals not achieved would be reviewed and a further determination will be made regarding student advancement.

In case the student of determination faces difficulties in carrying on the academic program according to the IEP, other vocational training will be considered along with other appropriate programs. This will be done in cooperation with the outside agencies if the student is at a qualifying age or level.

## 10.0 Roles and Responsibilities

### 10.1 Students

Students are expected to:

- Learn and achieve in a safe, supportive, engaging and appropriately challenging learning environment.
- Have access to appropriate learning experiences within common learning environments alongside same aged peers.
- Be able to contribute to, and influence, the planning of provision
- Be provided with the information and support necessary for them to make informed choices about their chosen pathways and future opportunities.

### 10.2 Parent/Guardian

The parent/guardian is expected to:

- <sup>12</sup>Follow the school's formal application process and apply for a placement for their child.
- <sup>13</sup>Attend the assessment with their child and share any useful information about their child's needs and abilities, including any existing medical assessments, diagnoses and therapy reports.

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<sup>12</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 23

<sup>13</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 23



- <sup>14</sup>Obtain medical assessments or diagnostic reports for their child as part of, or following, the in-school assessment and identification process, from a licensed and qualified specialist that can provide a medical diagnosis.
- <sup>15</sup>Provide a Learning Support Assistant (LSA) for their child as recommended by the school upon assessment of needs and abilities.
- <sup>16</sup>Provide an updated medical report from an external clinic/hospital to the School Clinic outlining their child's medical condition as per DHA regulations.
- <sup>17</sup>Submit an up-to-date and accurate external identification/assessment report specifying their child's needs and abilities along with recommendations for the school to provide appropriate accommodation and provision.
- <sup>18</sup>Ensure that their child receives additional inclusion support either through: a) external one-to-one sessions; or b) registering their child in the Inclusion Department's one-to-one sessions.
- <sup>19</sup>Participate in the development of their child's Individual Education Plan (IEP).
- <sup>20</sup>Attend and participate in meetings intended to develop or review their child's education.
- <sup>21</sup>Work collaboratively with teachers and other staff to achieve goals.
- <sup>22</sup>Communicate positively in order to resolve differences or disagreements as they arise.
- <sup>23</sup>Advocate for support to improve the performance of their child and the school.

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<sup>14</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 15

<sup>15</sup>KHDA: Dubai Inclusive Education Framework 2017, page 31

<sup>16</sup>DHA: Standards for Clinics in Educational and Academic Setting 2020, page 29

<sup>17</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 13

<sup>18</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 29

<sup>19</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 15

<sup>20</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 20

<sup>21</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 20

<sup>22</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 20

<sup>23</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 20



- <sup>24</sup>Share accurate, relevant and current information about their child, their preferences, abilities and needs.
- <sup>25</sup>Extend and generalize their child's learning at home and within the wider community.

## 12.0 Related Policies

The Inclusion Policy is linked to the following school policies:

- Teaching and Learning Policy
- Gifted and Talented Policy
- Differentiation Policy

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<sup>24</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 20

<sup>25</sup>KHDA: Advocating for Inclusive Education: A Guide for Parents 2021, page 20