

Al Ittihad Private School
Al Mamzar



Inclusion Policy

AY 2025-2026



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Mission Vision and IPS-Values

Mission



At Al Ittihad Private Schools, we are dedicated to inspiring and empowering all students through sustainable, innovative education. Our commitment is to foster their holistic development, instill essential 21st-century skills, promote lifelong learning, and empower them to excel academically. Additionally, we prioritize creating an inclusive environment where every student feels valued, respected, and supported as they grow into active, responsible heritage guardians and global citizens.

Vision



A Generation of Heritage Guardians and Global Thinkers.

Values



1. Respect
2. Integrity
3. Empathy
4. Tolerance
5. Loyalty
6. Resilience
7. Innovation
8. Global Citizenship
9. Environmental Stewardship
10. Sustainability



I. Introduction

This Inclusion Policy sets a clear commitment to access, participation, and progress for every student across our schools. It defines how leaders, teachers, and support teams work together to remove barriers to learning, make reasonable adjustments, and ensure high expectations for all students. The policy applies to admissions, teaching and learning, assessment, behavior, wellbeing, and partnerships with families and external agencies. It aligns with UAE regulations and our internal quality standards, and it guides day to day practice through clear roles, processes, and accountability.

In line with Federal Law No. (29) of 2006 concerning the Rights of Persons with Disabilities and its amendments, Cabinet Resolution No. (3) of 2018 regarding the Unified National Classification of Disabilities of People of Determination in the United Arab Emirates, and Law No. (3) of 2022 concerning the Rights of Persons with Disabilities in the Emirate of Dubai, educational institutions are required to ensure equitable access, inclusion, and appropriate support for Students of Determination. This policy supports accurate identification and reporting to inform planning, resourcing, and inclusive practice in line with KHDA expectations.

1.1 Purpose

Set a clear, non-negotiable standard for inclusion across IPS. It is grounded in equal opportunity, non-discrimination, diversity, and universal accessibility. This policy translates UAE regulatory requirements and IPS expectations into everyday practice so every learner can access, participate, and make measurable progress. It defines what we do in admission, teaching, tiered support, curriculum pathways, assessment, data use, and family partnership, and it holds leaders and staff accountable for results. The outcome is a culture of dignity, belonging, and improved student achievement.

1.2 Scope

This policy applies to all IPS campuses in Dubai, phases, and programs; to all students, including Students of Determination and gifted and talented students; and to all employees, contractors, and partner providers. It governs practice in every setting on site, off site, and online, including admissions, teaching and assessment, extracurricular activities, trips, and transport. Where campus procedures differ, this policy prevails. Compliance is mandatory and subject to review and inspection.



1.3 Vision of an Inclusive School

We cultivate schools where every learner belongs, feels safe, and is expected to achieve. Diversity is a strength; classrooms are designed for participation; support follows the least restrictive approach that promotes independence and dignity. Success is measured by meaningful progress for each student and by a culture that celebrates growth, contribution, and respect.

We affirm the equal value of every student and commit to full engagement in the curriculum with access to extracurricular opportunities. Teaching is personalized and strength based, removing barriers and providing appropriate challenge. We balance learning with peers in common classrooms with individual learning goals. School leaders champion and sustain inclusive practice by identifying, reducing, and removing barriers to participation and achievement, so that additional needs are anticipated and met in everyday practice. In doing so, our schools contribute to a more inclusive society. Leaders communicate this ethos consistently through policies, procedures, and daily practice.

1.4 Mission

Our mission is to provide equitable learning experiences that meet individual needs through proactive design, targeted support, and collaborative problem solving. We identify needs early, plan with students and families, apply universal design for learning in every classroom, and deliver a graduated system of support that is evidence informed and regularly reviewed. We build staff capacity, use data ethically, and uphold nondiscriminatory practices across admissions and daily school life.

II. Definitions

Term	Definition
Accommodations and Modifications to Teaching	Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.



Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
Adaptive Teaching	An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.
Annual Review	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.
Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment.
Modified Curriculum	An adapted educational program which supports students with additional learning needs through adjustments in content, teaching methods or assessment strategies to ensure these students can engage with and has access to learning whilst pursuing the framework of the school's international curriculum.
Alternative Pathway	A customized educational program designed for students with complex educational needs which goes beyond modifications of the standard curriculum with a focus on life skills, functional academics, and personalized learning goals. Such a pathway is tailored to maximize the support provided to students with additional learning needs, ensuring their progression at individual pace while remaining engaged in a mainstream school environment.



Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes <u>planning hours</u> and <u>general staff meetings</u> .
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Individualized Plans (BIP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social-emotional needs.
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.
Escape behavior	A type of behavior – escaping from an aversive experience that delays, avoids, or ends an unwanted task, event or situation.
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.



Head of Inclusion	The Senior Leader with responsibility to oversee the strategic development, implementation, and monitoring of the school's inclusive education policy and provision.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Leader of Provision to teach students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Learning Support Assistants, and any other staff who provide support for inclusive provision.
Learning Support Assistant (LSA)	Formerly known as "Shadow Teachers", Learning Support Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Personal Emergency Evacuation Plan (PEEP)	A personalized plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.
Pull-Out Intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-In Intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
Resource room	A dedicated classroom or set of classrooms within a mainstream setting that provides tailored ongoing specialized instruction and support (individualized, small-group, modified curriculums, or alternative pathways) to students with additional learning needs, enabling integration into the wider school environment, where appropriate.
Specialized Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and



	Individualized). This includes models such as the multi-tiered system of support MTSS, graduated approach model and others.
Twice exceptional	Students who are both gifted and or talented and have other additional learning needs.
Universal Design	A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.
Universal Design for Learning (UDL)	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.
National Qualification Center (NCQ)	The national qualification center supports the quality assurance and delivery of national professional standards and qualifications within the technical and vocational education and training (TVET) system in the UAE.

[Also refer to “Important Misconceptions” found in Appendix 1](#)



III. Guiding Principles and Core Commitments

3.1 Guiding Principles

At IPS schools, inclusion is anchored in principles that guide teaching, support, and leadership across all schools. These principles reflect KHDA expectations and are embedded in daily classroom and school practice. They ensure that every student, including Students of Determination and gifted and talented students, has meaningful access to education, full participation in school life, and measurable progress in their learning journey.

Our guiding principles place dignity, belonging, and student voice at the center of learning. They require lessons to be designed with fairness and accessibility from the outset and emphasize early identification of needs, followed by timely and effective support. They also commit us to safe and ethical practice, strong partnerships with families, and disciplined use of evidence and accountability to improve outcomes.

IPS GUIDING PRINCIPLES FOR INCLUSIVE EDUCATION

Equitable Access through UDL:

Teaching and learning across IPS schools follow UDL principles, embedding accessibility and challenge into lesson design through differentiation, accommodations, and assistive tools.

EARLY IDENTIFICATION AND INTERVENTION:

Student needs are identified quickly using data, teacher observations, and parent input, followed by timely support cycles.

SHARED RESPONSIBILITY:

Inclusion is embedded into every role, teachers as first responders, leaders as enablers, parents as partners, and students as active contributors.

Collaboration with Specialists:

Teachers and Inclusion Leads work with counsellors, therapists, and external professionals to align school-based support with expert guidance.



EVIDENCE-BASED DECISION MAKING:

Inclusion strategies are guided by assessment data, progress tracking, and documented review processes.

CONTINUOUS IMPROVEMENT:

Practices are regularly evaluated and refined to ensure alignment with UAE regulatory frameworks (ADEK, KHDA, MOE) and international best practice.

FOCUS ON INDEPENDENCE AND PARTICIPATION:

Support is designed to build student confidence, self-advocacy, and participation in all aspects of school life.

WHOLE-SCHOOL CULTURE OF BELONGING:

Inclusion extends beyond the classroom into activities, leadership, and community life, ensuring every student feels valued.

Aligned with ADEK Inclusive Education guidance, including Universal Design for Learning.



Together, these principles confront misconceptions about inclusion, reinforce our collective responsibility to remove barriers to learning, and ensure that IPS consistently delivers on the UAE's vision of inclusive, high-quality education for all students.

3.2 Core Commitments

IPS schools believe that every student has equal value and the right to an education that enables them to thrive. Our commitment is to build learning communities where all students, regardless of ability, background, or need, are respected, supported, and empowered to succeed.

Our commitments are:

- *Equal Value:* Every student is recognized for inherent worth and potential.
- *Participation:* All students engage fully in age appropriate learning, extracurricular activities, and school life.
- *Belonging:* Students feel accepted, connected, and safe within their peer groups and the wider school community.
- *Diversity:* Differences are embraced as a strength that enriches teaching, learning, and school culture.
- *Strength Based Approach:* Staff communicate with a focus on each student's abilities, talents, and potential. Students are supported to recognize and advocate for their strengths, building confidence, resilience, and self-awareness.

These commitments underpin every policy, process, and practice at IPS and ensure that inclusion is embedded across the whole school experience.

**For practical guidance on applying strength-based language in classrooms, reports, and parent communication, see Appendix 4: Teacher Guide to Strength-Based Communication.*

IV. Strategy and System-wide Targets

4.1 Strategy

- Strategy operationalizes inclusion across ISP schools. It specifies how leaders and teams plan, resource, deliver, and review provision, and sets minimum expectations for consistent implementation and measurable impact.
- Leadership and governance that set expectations, monitor impact, and allocate resources for inclusion.
- Admissions and placement that are transparent, fair, and non-selective with reasonable adjustments documented from the start.



- Teaching and learning grounded in universal design for learning with clear learning goals, multiple ways to engage, learn, and show understanding.
- Graduated support with timely identification, individualized planning when required, coordinated services, and regular review of progress.
- Professional learning for all staff focused on high quality instruction, behavior support, and effective accommodations.
- Student voice and wellbeing embedded in plans, with participation in decisions that affect learning.
- Family partnership that is respectful, solution focused, and consistent across campuses.
- Data, evaluation, and reporting that track access, participation, progress, and outcomes to drive improvement and accountability.

4.2 Targets Promoting Inclusive Education

- Targets set system wide benchmarks for inclusive education across ISP schools, defining minimum expectations for access, participation, and progress, with termly review to evidence impact and drive continuous improvement and to confirm a shared inclusion culture, student understanding of diversity, equity, and inclusion, and progress toward independence.
- Zero denials of admission based solely on additional learning needs.
- Individual plans in place for all identified students who require them, with termly reviews recorded.
- Reasonable adjustments documented and visible in all relevant classrooms and assessments.
- All teachers complete core inclusion training with observed application in classroom practice.
- Evidence of universal design for learning in lesson plans and observations across all subjects.
- Measurable progress toward individual learning goals for all students receiving targeted or intensive support.
- Regular multi-disciplinary meetings that record actions, responsibilities, and follow up.
- Consistent parent engagement through scheduled meetings and clear communication of support plans.
- Student participation data monitored to ensure equitable access to the full curriculum and wider school life.
- Annual internal review of inclusion practices with findings used to update plans, training, and resource allocation.
- School community demonstrates a shared, respectful approach to inclusion, evidenced by climate surveys, behavior data, and practice reviews.
- Students across all phases show understanding of diversity, equity, and inclusion through learning, conduct, and participation.



- Students, including those with additional needs, make measurable gains in independence and readiness for adult life, tracked through functional skills, self-advocacy, and transition outcomes.

V. Admissions

Entry assessment exists to enable admission, not to screen students out. It identifies strengths, barriers, and strategies that will support success, and informs provision planning for a smooth start. Schools encourage, promote, and enable equitable access so students learn alongside peers of the same age.

5.1 Admission of Students with Additional Needs

Students with additional learning needs shall not be refused a place at their preferred school when there is capacity in the appropriate grade year. Entry assessment is not a “pass or fail” hurdle; its purpose is to inform planning and enable enrolment. The school’s admission processes shall meet the following requirements:

- *Priority Placement:* The school prioritizes the enrolment of students with additional learning needs and their siblings in the same school. Where a sibling is already on roll, priority admission is provided.
- *Required Documentation:* Parents are asked to provide existing clinical assessment reports issued by relevant specialists, such as therapists, psychologists, or pediatricians to ensure meeting the needs of the student.
- *Transition Support:* The school supports the transition of all students with additional learning needs. Targeted transition support is provided to
 - Students starting school for the first time or moving from alternative early education settings.
 - Students transferring from specialized provision, homeschooling, or exchange programs.
- *Admission Assessments and Accommodations:* When admission assessments are used, the school provides any accommodations the student requires. Assessment information is used to plan learning support and shall not be used to deny admission. Methods and tools used are age-appropriate and reflect the student’s stage of development, and the outcomes are used to plan school-based provision. For students with additional learning needs, assessments may use alternative methods such as observation, conversation, and shared activities, and may occur on more than one occasion. These assessments are used only to plan provision and are not used to determine eligibility for admission. A medical assessment or diagnosis is never a prerequisite for participating in entry assessment or for enrolment.



- *Reasonable Adjustments for Access and Safety:* The school uses all available information to ensure equitable and safe access to the learning and physical environment, making reasonable adjustments where needed.

* Parental consent must be obtained during the admission phase before any student information is entered into the school's student information system.

5.2 Referrals to Specialized Provision

Most students with additional learning needs attend mainstream schools alongside their peers. Alternative placements may be considered only for students who meet Regulatory authorities' eligibility criteria. If the school believes a student may require a more personalized placement, the school contacts Regulatory authorities before speaking with parents to confirm eligibility for specialist provision and to identify the most appropriate type of placement.

5.2.1 Eligibility for referral of UAE Nationals with a primary diagnosis of severe autism

Referral may be considered only when all the conditions below are satisfied:

- Regulatory authorities, the school, and the parents reach a shared decision that a specialist setting would better meet the student's needs than a general education placement.
- The student requires a level of intervention that includes therapies such as occupational therapy, speech and language therapy, and applied behavior analysis at an intensity that a mainstream school cannot provide.
- The school has explained the eligibility requirements for specialist provision to the parents and obtained their consent to submit a referral to the corresponding regulatory authorities.

5.3 Inability to Accommodate

For Dubai campuses, any denial of enrolment or re-enrolment must follow KHDA's Non-Admission Notification procedure, whether the student's additional needs were known before application or identified through entry assessment. The principal gathers and retains evidence from the entry assessment, communicates the intention and reasons to parents and school's governance in writing, and then submits the KHDA non-admission notification via the designated online form.

5.4 Reenrollment

In line with the regulatory authorities, the school reenrolls all students for the next academic year.



5.5 Early Identification and Pathways to Support

- The school ensures first-concern meetings are handled with care and sensitivity.
- The school does not require parents to seek an external diagnosis; staff may encourage assessment when helpful.
- The school identifies and meets needs using in-school evidence; absence of diagnosis never delays or denies support.
- The school uses progress tests and standardized assessments to guide proactive teaching adjustments.
- The school uses appropriate screening tools, such as the Ages and Stages Questionnaire and the Strengths and Difficulties Questionnaire, to identify support needs.

Note: Only a licensed medical practitioner may diagnose a student; staff raise concerns privately with parents and share information strictly on a need to know basis.

VI. Standard Inclusive Provision

The Standard School Service is included within tuition fees and covers the school's inclusive provision.

These fees directly support enhanced provision, such as operating a resource room, enabling an adapted curriculum class, or supplementing the Inclusion Team with specialist expertise. Additional fees may only be requested where a student has exceptional needs requiring specialist interventions and support beyond the school's standard inclusive provision and capacity.

6.1 The Standard School Service includes

- *Human resources:* Head of Inclusion, School team of support that includes Inclusion teachers, counsellors, pastoral support, and learning support assistants.
- *Physical and learning resources:*
 - In-school assessment, screening, and identification tools, including validated computer-based programs, to identify learning needs and to generate and update individualized plans.
 - Adapted, modified, or enhanced resources that enable access within common classrooms, with purposeful access to appropriate classrooms, resource rooms, or learning-support spaces when required.



- *Teaching and support practices:* Differentiated instruction, classroom accommodations, and Universal Design for Learning (UDL).
- *Assessment and planning:* Early identification, in-school screening, and consistent development, implementation, and review of IEPs.
- *Family partnership and communication:* The Head of Inclusion meets parents regularly to review progress and attainment, update DLP targets, agree support strategies at school and home, and provide termly written updates with additional check ins as needed.
- *Student wellbeing and safety:* Access to pastoral and counselling services, staff training in emergency procedures, and environmental adjustments to reduce risks.
- *Universal Design for Learning (UDL):* IPS schools use UDL to design lessons that are accessible, engaging, and equitable for all students. This framework reduces barriers and makes inclusion a core feature of everyday classroom practice.

6.2 Guiding Principles of Provision

- Provision is embedded in everyday classroom practice, not reserved for withdrawal or segregation.
- Teachers are the primary drivers of inclusion, supported by specialists who build capacity across the school.
- Services promote independence, participation, and progress for all students.
- Parents are informed partners in planning and reviewing provision.
- Collaboration with external professionals (therapists, psychologists, medical specialists) strengthens school-based support when required.
- Safeguarding procedures ensure that the rights, dignity, and safety of students of determination and gifted and talented students are actively protected within inclusive provision.

6.3 Staffing for Inclusive Education

6.3.1 Head of Inclusion

- Each ISP school appoints a named Head of Inclusion who is a qualified and is part of the school senior leadership team.
- This person must have at least three years' teaching experience.
- The appointee must hold a specialist qualification in inclusive/special education (i.e., specifically related to the education of students with additional needs). Where an appointee does not yet hold such a qualification, the school will put a time-bound plan in place to obtain it.



6.3.2 Inclusion Teacher

- Each phase has at least one Inclusion Teacher.
- Provides age and stage appropriate support to students and to their teachers across the phase through co planning, modelling in class, and quick coaching.
- If the teacher does not hold a specialist qualification in Special Education, they complete at least 40 hours of endorsed coursework that includes
 - Identifying barriers to learning
 - Strategies to support students with additional needs
 - Effective classroom practice
 - Target setting and IEP development
 - Planning and evaluating interventions
 - Using data to inform instruction

6.3.3 Inclusion Assistants

- Schools may appoint Inclusion Assistants to provide additional support to teachers and students with identified needs under the direction of a qualified teacher. Support may include:
 - Whole class assistance where there are higher numbers of students with additional needs.
 - Targeted push in or pull out support for small groups and, when required, for individual students to help them meet Documented Learning Plan targets.
 - Dedicated one to one support for a particular student when indicated in the DLP and clinical reports.
 - Primary mode of deployment is classroom based push in support alongside the teacher. Pull out is used only when written into the DLP.
 - Typical responsibilities include facilitating access to materials and routines, implementing teacher directed accommodations, and capturing simple progress notes to share with the teacher and the Inclusion Teacher.
- The need for one to one support is reviewed at least annually to confirm continuation or modification for best impact.

6.4 Inclusion Support Team (IST)

Membership



- Principal (team leader)
- Head of Inclusion
- Nominated Teacher (*experienced class/subject teacher appointed by the principal*)
- Nominated Inclusion Champion (*promotes inclusive ethos and practice across the school*)
- School Counselor (*provides emotional support and guidance*)
- External professional (optional, by invitation, such as a therapist or educational psychologist, when relevant to a specific student's plan).

Purpose and ways of working

- Coordinate identification, planning, and review for students with additional needs, including DLPs/IEPs.
- Monitor access, participation, progress, and outcomes, and report termly to the senior leadership team and the Governor for Inclusive Education.
- Schedule and minute structured conversations with parents and, where appropriate, the student.
- Ensure classroom practice reflects UDL and that targeted and individualized supports are implemented and reviewed.
- Keep an up-to-date record of IST membership on the school website and in staff and parent handbooks.

6.5 Physical Accessibility

ISP schools ensure equitable access to buildings and learning spaces through universal design, safe movement, and appropriate adjustments.

6.5.1 General Accessibility

ISP schools design and operate buildings and grounds so all students can access education safely and fairly. The following requirements apply:

- Parking areas, pathways, buildings, and playgrounds are accessible to all users.
- All building entrances include ramps that meet wheelchair access standards.
- Stairs have handrails, step-edge contrast, and tactile indicators on each step.
- Signage combines symbols and text and uses clear color contrast for visibility.
- Evacuation alarms include visual signals for people with hearing impairment.
- At minimum, ground-floor areas are accessible to all students.
- Accessible bathrooms provide compliant fixtures for users with physical disabilities.



- A hoist or lift is available for swimming-pool access and is operated by trained staff.
- Evacuation chairs are provided to enable safe stair evacuation when lifts are unavailable or when individuals cannot descend independently.
- All teaching staff are trained to use evacuation chairs, and designated staff are assigned to assist students who need them during emergencies.
- Personal Emergency Evacuation Plans are prepared for any student or staff member who requires additional guidance, and assisting staff receive appropriate training.
- School transport arrangements include coordination with the transport provider to ensure students with additional needs can access buses with any approved adjustments required by local transport authorities.
- A written risk assessment and mitigation plan details how the school manages accessibility risks identified on site.
- A school accessibility plan sets out required adaptations with actions, owners, and timelines for improvement.
- Where an existing building cannot fully meet universal-design expectations, the school documents justification and planned improvements. Any renovation or expansion complies with current accessibility requirements.

6.5.2 Accessibility of Learning Spaces

- All classrooms are physically accessible, with desks and seating that include adapted options where needed.
- Classrooms provide a range of tools and resources so students can choose items that suit their needs.
- Timetabled classes are scheduled in accessible locations to the greatest extent possible.
- Specialized spaces such as laboratories, arts rooms, sports facilities, and performance areas are accessible, or have adapted arrangements and resources that support students with physical or sensory impairment.
- Classroom acoustics and lighting are reviewed to reduce background noise and visual disturbances that could limit access to learning.
- Classrooms reflect Universal Design for Learning, offering multiple ways to access information, engage with content, and demonstrate understanding.
- Teaching and the learning environment include accommodations and modifications, so students have fair access to the curriculum and school life.



6.5.3 Specialist Support Spaces

- Schools provide dedicated rooms within the timetable for pull out or targeted support when required.
- These spaces are reviewed for acoustics, lighting, flooring, and circulation so they promote access and effective intervention.
- Technology enabled support rooms offer devices and digital tools comparable to standard classrooms to build digital literacy.
- A range of non-digital teaching and learning resources is available so specialists can deliver interventions aligned to Documented Learning Plans (DLP).
- Complete a risk assessment for each support space to confirm physical safety and ease of access, including routes to and from the room; identify and mitigate hazards such as sharp edges, trip risks, or overstimulating materials, and build in options for short, frequent breaks where needed.
- Equip spaces with sufficient resources for individual needs, including sensory supports, assistive technologies, and tailored learning materials.
- Design spaces for comfort and flexibility so they can host one to one and small group sessions; use flexible seating (for example poufs, yoga balls, floor seating), soft lighting, and sensory friendly features to support meaningful engagement.

6.6 Inclusive Teaching and Learning Support

6.6.1 Identification, Referral, and Tracking System

ISP schools maintain a clear process to surface concerns early, plan support, and monitor impact.

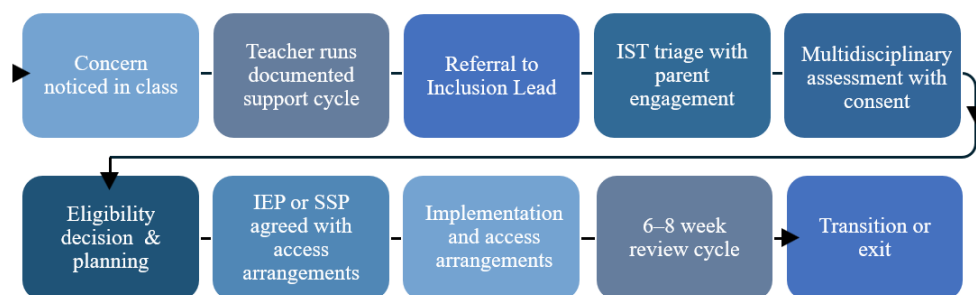
- Explain how any teacher or staff member can raise a concern about a student's academic, social, emotional, physical, behavioral, or developmental needs.
- Gather and consider input from the student, parents, and relevant staff.
- Determine needs using appropriate assessments and screening tools overseen by the Leader of Provision, identify measures to improve learning, and flag students who require further assessment.
- IEPs are developed through a collaborative meeting led by the Leader of Provision and, where possible, include the student, parents, and the class or subject teacher; support teachers, learning support assistants, and relevant external professionals contribute as needed.



- Enable the creation of a Documented Learning Plan (DLP) that personalizes teaching and support and use information from internal and external assessments to identify students who may need academic, social, emotional, or behavioral support, or where risks are present.
- Keep an active line of communication with parents about their child's additional needs. Where possible, provide key information in the family's home language and share guidance for support at home.
- Record and maintain the details of students with additional needs in the approved student information systems.
- Track progress for students with additional needs by
 - applying a tiered model of support that reflects the level of provision.
 - issuing a DLP for all students receiving Tier 2 or Tier 3 support.
 - reviewing progress data at least once per semester and reporting to parents.
 - reviewing each DLP at least three times per year with a progress tracker updated at minimum every four weeks.
 - holding an annual review for all students at Tier 2 or Tier 3, including any student with a dedicated Inclusion Assistant or Individual Assistant, to confirm that provision remains appropriate and to inform long term pathways.
 - requiring subject leads to track progress and attainment for students with additional needs in their subjects and to link outcomes to the DLP.
 - personalizing attainment and progress reports, where needed, so that students can celebrate progress from their individual starting points.
 - reporting average progress toward DLP targets for all Tier 2 and Tier 3 students at intervals set by the local regulator, following local timelines and using the approved student information system.



IPS Identification, Referral, and Tracking



All steps are documented and records maintained in the student's secure inclusion file.

**Refer to Appendix 2 to read step by step Identification, Referral, and Assessment Flow*

6.6.2 Inclusive Teaching and Learning Approaches

Inclusive teaching and learning are enacted through the following classroom practices.

- Build inclusive strategies into lesson planning so that support for students with additional needs is part of everyday adaptive teaching.
- Personalize content and tasks in line with the tiered model and any DLP targets.
- Provide professional learning and awareness sessions on inclusive approaches and adaptive teaching, delivered by the Leader of Provision and specialists.
- The Leader of Provision deploys the Inclusion Team to support students in line with identified needs.
- School leaders and support teachers explicitly coach and monitor the use of the *Assess–Plan–Do–Review* cycle to inform UDL-based, differentiated teaching in every classroom.
- Use a tiered response to intervention to secure progress for all students with additional needs.
- Coordinate specialist input from external professionals, following the school's approved processes for referrals and documentation.



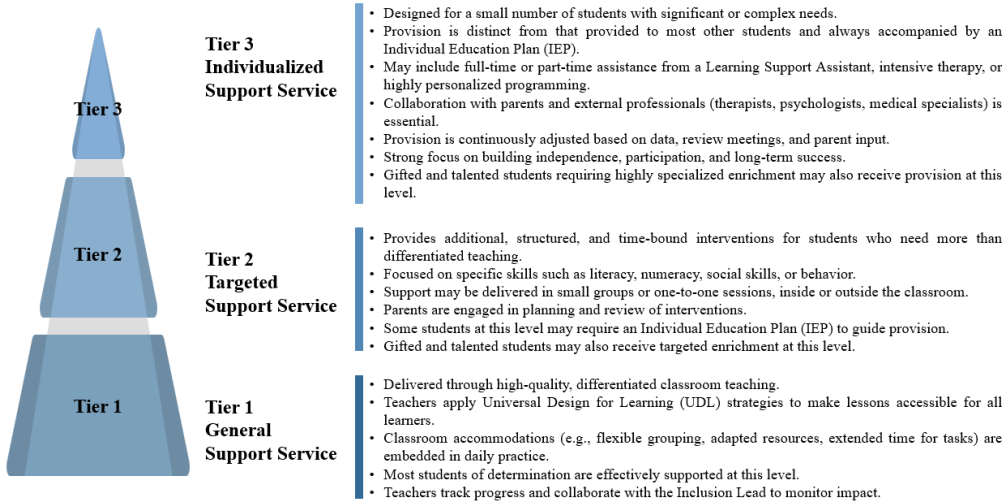
- Provide small-group or one-to-one support, delivered inside or outside the classroom by teachers, counsellors, or inclusion staff, as scheduled in the DLP.
- Enable access, as appropriate, to assistive technology and associated applications, and provide training so students can use these tools effectively when they are provided by the school.
- Provide students with training to use assistive tools and applications where these are part of their normal way of working.
- Expect teachers to use a full range of adaptive approaches and to seek guidance from colleagues before initiating any referral to the Head of inclusion.
- Raise emerging concerns about progress or attainment with parents early to support timely intervention.

Tiered Model

The tiered model organizes support into three levels so that help matches need. Tier 1 is universal adaptive teaching using UDL. Tier 2 adds targeted, time bound interventions. Tier 3 provides individualized programming that may include intensive therapies and multi professional coordination. The diagram summarizes typical features at each level.

Placement and Movement Guidelines

- Tier allocation is based on the level of support required, not on diagnosis or the presence of an Individual Assistant. Some students with a diagnosis remain at Tier 1. A student can be Tier 3 with or without an Individual Assistant.
- Students may move between tiers as needs change. Staff choose the least restrictive approach. The majority of students are expected to have needs met at Tier 1 through high quality adaptive teaching.
- When students need pull out intervention, it is scheduled so that they are not removed from lessons unrelated to the intervention's content.
- Tier decisions and any movement between tiers are recorded with the evidence base, responsible staff, and the next review date.



Adaptive Teaching

Adaptive teaching may feel demanding at first because the teacher is still getting to know each learner. Baseline assessment data, whether from a standard or adjusted assessment, provides the starting profile for every student. Teachers use this evidence to set goals, plan content, choose strategies, design activities, and decide how to check understanding. During and after each lesson they refer back to the data and new formative evidence to refine the plan and adjust supports. Over time this continuous cycle becomes routine and builds a supportive, engaging environment where students take ownership of learning, explore their interests, and reach their full potential. The approaches in the diagram below show practical ways to enact this cycle in every classroom.



To strengthen inclusive teaching and learning, each school sets out how inclusive strategies are built into planning and daily practice, how learning is personalized through goals, tasks, and assessment, and how the full range of adaptive approaches is selected to meet individual needs. The approaches in the diagram offer practical options and show how the inclusion team can work alongside teachers so every student can access teaching and learning.

Universal Design for Learning (UDL)

UDL is adopted as the standard Tier 1 planning framework for ISP schools. It provides a consistent approach to lesson design that anticipates learner variability from the outset, secures equitable access to content, participation, and demonstration of learning, and reduces the need for later remediation. UDL establishes common design expectations across classrooms and serves as the platform on which other adaptive methods are selected and layered according to individual need.

UDL is a research-based framework grounded in three core principles, multiple means of representation, multiple means of action/expression, and multiple means of engagement, and is embedded in everyday classroom teaching rather than reserved for additional interventions.

What it means in practice

- Teachers set clear learning goals, anticipate likely barriers, and plan flexible pathways and support for all learners.



- Classrooms offer choices of materials and tools print and digital visuals and audio concrete and abstract so students can access content effectively.
- Students can demonstrate learning through different formats, oral, written, practical performance, or digital while meeting the same success criteria.
- Routines and support systems are visible for everyone such as success criteria checklists graphic organizers exemplars and guided practice.
- Assistive tools such as captions text to speech or enlarged print are available for any student who benefits from them, with individual accommodations added as needed.
- Teachers deliberately plan for the three UDL principles:
 - *Representation*: choices of media/resources (print/digital, visual/audio, concrete/abstract).
 - *Action/Expression*: varied ways to show learning (oral, written, practical, digital) against common success criteria.
 - *Engagement*: options that build relevance, autonomy, collaboration, and self-regulation.
- Inclusion teachers and inclusion/learning support assistants work with class/subject teachers to plan, model, and review UDL strategies, building staff capacity.

What families will notice

Lessons feel inclusive without singling out students, and options are explained so families can support learning at home.

Quality and review

Teachers regularly review learner responses and assessment evidence, then adjust planning to improve access, participation, and outcomes.

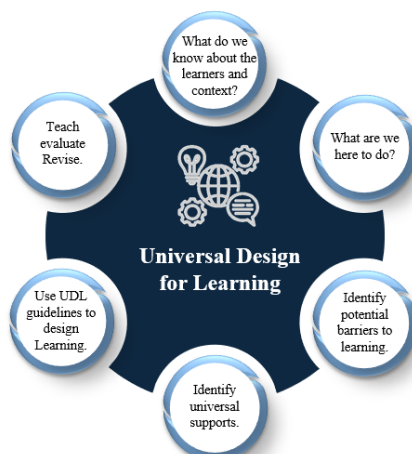


The Universal Design for Learning (UDL) Guidelines

shape how learning environments are designed to build learner agency. They emphasize that students should become:

- **Purposeful:** developing self-belief and engaging in ways that are meaningful both personally and socially.
- **Reflective:** using self-awareness and metacognition to recognize motivations and influences and adjusting when needed.
- **Resourceful:** drawing on their strengths, assets, and cultural and linguistic capital to support learning.
- **Authentic:** deepening understanding through experiences that feel genuine and relevant.
- **Strategic:** setting clear goals, monitoring progress, and planning intentionally.
- **Action-oriented:** taking ownership of learning through individual and collaborative action.

Universal Design for Learning (UDL)



This approach ensures that inclusive practices are embedded in everyday classroom teaching rather than reserved for additional interventions, supporting equity and access for all students.

Link to support UDL <https://udlguidelines.cast.org/>

6.7 Adaptations to Curriculum Pathways

Students with additional needs have access to an appropriate curriculum and can achieve meaningful outcomes; where UDL and adaptive teaching are insufficient for a small number of students, provision may include enhanced staff-to-student ratios or, subject to a regulator-approved business case, a resource-base.

- Make learning alongside same-age peers in common learning environments the default; adaptations enable access within that setting wherever feasible.
- Ensure every student has access to a broad and balanced curriculum, including extracurricular activities, with adaptations where required.
- Ensure every student has access to a broad and balanced curriculum, including extracurricular activities, with adaptations where required.



- Offer alternative curriculum pathways when needed, in line with the school curriculum policy and the requirements of the local regulator for equivalency.
- Provide access to technical and vocational pathways and, where relevant, guidance on progression and equivalency.
- Where a proposed pathway will not lead to equivalency, meet with parents at the appropriate stage of schooling to explain implications and obtain written consent using the regulator's required form.
- Exemptions from national subjects may be approved on a case-by-case basis by the regulator for students with additional learning needs.
- Update the student information system whenever a student follows a modified or alternative curriculum.

Individualized Services and Agreements

Professionals delivering any individualized program must either (a) be licensed therapists/specialist practitioners, qualified to provide evidence-based interventions that meet the student's specific needs; or (b) be appropriately trained, experienced Learning Support Assistants managed by the school and demonstrably competent to deliver the required personalized support.

For such programs, the school provides parents and the regulator with clear documentation showing the service is necessary and part of the student's educational provision and submits an Individualized Service Agreement to KHDA through the designated online **process before the service begins (updating it as required)**.

Individualized Services and Agreements – Process

- *When considered:* for students with complex learning profiles at **Tier 3** where evidence (e.g., progress data, classroom observations) shows they are at significant risk of not accessing or making progress without specialist services beyond the standard school service.
- *Parental engagement:* the principal meets with parents to explain the evidence, explore options, and agree next steps.
- *Collaborative planning:* with the student (where appropriate), parents, the principal or another senior leader, and relevant staff, the school defines the essential individualized service(s) to be provided.
- *Agreeing the service and fees:* the parties agree the service specification; any associated fee must not exceed the actual cost of provision.
- *Registration:* the principal completes and submits the Individualized Service Agreement to KHDA using the designated online form before the service begins (and updates it if the plan changes).



- *Review and exit:* progress is reviewed at agreed intervals; services are adjusted or ended when access and progress can be sustained through the standard school service and tiered supports.

6.7.1 Assessment Accommodations

ISP schools ensure that students with additional learning needs are not disadvantaged in any assessment. Schools shall:

- Review each student's needs so that assessment accommodations and modifications mirror the student's usual way of working in class, are agreed with families, and are documented in the IEP/SSP.
- Seek required permissions for accommodations and modifications and follow the rules of external assessment providers and examination boards where applicable.
- Publish an Assessment Accommodations Policy (Appendix X) that explains eligibility, required evidence, application steps, and timelines, aligned to any external provider requirements.
- Ensure equitable access to internal and standardized assessments by providing permitted accommodations so students can demonstrate their knowledge and skills.
- Recognize that without accommodations some students may struggle to access questions, record responses, or complete them within the allotted time.
- Align accommodations practice with UDL principles so assessment design is accessible for all learners.
- Apply commonly permitted accommodations where appropriate (Refer to the assessment policy)
- Follow assessment-provider and regulator timelines and rules for requesting accommodations and read this section alongside the school's assessment policy and any external assessment requirements.
- Where an accommodation requires evidence from a qualified assessor or psychologist, ensure documentation meets the provider's criteria.
- Do not exempt students from external assessments solely due to diagnosis or support needs; use permitted accommodations with exemption as a last resort.



VII. Provision for Highly Able (Gifted & Talented) Students

IPS schools are committed to recognizing, nurturing, and extending the abilities of students who demonstrate exceptional performance, potential, or creativity. Gifted and talented education is an integral part of our inclusion framework, ensuring these students are both challenged and supported to achieve their full potential in line with UAE priorities for innovation and excellence.

7.1 Identification

- Students are identified through teacher observation, standardized assessments, classroom performance, and parent input.
- A broad definition of giftedness is applied, recognizing strengths across academics, creative arts, leadership, sports, innovation, and problem-solving.
- Early identification ensures provision is timely, equitable, and responsive to individual strengths.

7.2 Provision

- G&T students access enriched and challenging learning opportunities within the classroom through differentiation and extension.
- Targeted enrichment programs, project-based learning, leadership roles, and extracurricular opportunities are provided across schools.
- Some students may require targeted or individualized enrichment as part of the Graduated System of Support (Level 2 or Level 3).
- Teachers are supported through professional development to design learning that extends and challenges G&T students.

7.3 Monitoring and Review

- Student progress is tracked through attainment data, enrichment outcomes, and evidence of personal development.
- Provision is reviewed regularly using student work, performance data, and feedback from teachers, parents, and students.
- Recognition and celebration of achievements are embedded in school culture to promote motivation and aspiration.



VIII. Using Data to Support Decision-Making

Effective inclusion relies on accurate, timely data. ISP schools collect, analyze, and use student information to plan support, track progress against DLP targets, and decide when to start, adjust, or exit interventions. Records are maintained in school systems and shared in clear summaries so families can partner on next steps.

- Maintain accurate, comprehensive records for students with additional learning needs and update the school information system at agreed intervals to evidence progress toward DLP targets.
- Outcome data linked to IEP targets is monitored continuously and used to refine classroom practice and intervention.
- Use reliable data to monitor progress, pinpoint barriers, and make informed decisions about starting, adjusting, or ending support.
- Share clear data summaries with families on a regular basis so they understand progress and can partner on next steps.

IX. Additional Fees

ISP schools commit to equitable access. The needs of students with additional learning needs are met within the standard fee structure wherever possible.

- X. Keep total additional charges to parents at or below 50% of tuition and cap any optional administration fee for in school specialists at 10% of the service cost, in line with regulatory requirements.

10.1 When Extra Fees May be Requested

- Only when a student's needs require specialist intervention beyond the school's standard inclusive offer, and this is evidenced in the student's clinical assessment report, may the school request additional fees. In such cases, the school shall:
 - Provide clear evidence for the additional provision and the related costs beyond the standard offer.
 - Secure a written parental agreement, renewed at least once each academic year or whenever the charges change.
 - Itemize every individually chargeable cost and record the charges in the approved student information systems.
 - Share termly financial statements with parents that show how any additional funds have been allocated.



- Keep total additional charges to parents at or below 50% of tuition and cap any optional administration fee for in school specialists at 10% of the service cost, in line with regulatory requirements.
- Review all additional charges each semester and evaluate the impact and continued need for the specialist services.

XI. Roles and Responsibilities

Leadership defines accountability for inclusion across ISP schools. This section clarifies who is responsible at each level and how oversight, resourcing, and monitoring are organized to sustain effective, schoolwide practice.

11.1 Board of Trustees

- Set the school's strategy with a clear commitment to inclusive education.
- Designate one trustee to oversee inclusion across the school (Title: The Governor for Inclusive education).
- Approve a budget that provides the specialist staffing, training, and resources needed to support students with additional learning needs.
- Ensure adjustments to the physical environment are made or planned so that access improves for students with physical or sensory needs.

11.2 Principal

- Keep inclusion as a standing item for senior leadership and board meetings.
- Build and review the school's inclusive provision within the School Development Plan (SDP), with measurable targets used to evaluate and improve access and support.
- Assign a senior leader with direct oversight of inclusion.
- Appoint a separate staff member to coordinate and provide for multilingual learners.
- Appoint a staff member to coordinate and provide for gifted and talented learners, working in partnership with senior leaders.
- Ensure all staff access to professional learning on inclusive practice and safeguarding, including how to identify concerns specific to students with additional learning needs.
- Establish a risk assessment process for all school structures to identify and reduce hazards that may pose greater risks for students with communication, mobility, sensory, or behavioral needs.



- Maintain accurate records on the identification of students with additional learning needs and share required data with authorities when requested.
- Ensure all incidents of maltreatment, bullying, or discrimination involving students with additional learning needs are recorded and resolved.
- Put in place an emergency evacuation system for students, staff, and visitors, with named personnel trained and drills delivered in a timely manner.
- Hold overall responsibility for the safe evacuation of all people of determination during emergencies.

11.3 Head of Inclusion

- Coordinate educational, behavioral, social, and emotional provision for students with additional learning needs through close work with teachers and relevant professionals.
- Collaborate with teachers on classroom needs and track progress and attainment against curriculum expectations.
- Ensure all documentation for students with additional learning needs is securely stored, quality assured, and shared appropriately in line with the school's records and data protection policies.
- Maintain and update the school register of students with additional learning needs, including Documented Learning Plans (DLPs) and Personal Emergency Evacuation Plans (PEEPs).
- Prepare PEEPs with the Health and Safety Officer and review them at least once each semester or when needs change.
- Review the school's accessibility with the Health and Safety Officer and ensure emergency procedures are in place and understood.
- Keep all required student information up to date in the approved student information systems.
- Lead reviews of teaching and learning for quality assurance related to inclusive practice and provision.
- Meet parents to discuss the student's plan, progress, and how support at home can align with the school program.
- Coordinate push in and pull out interventions and evaluate their impact on learning and attainment.
- Coordinate with in school specialist services to arrange and monitor specialist interventions in line with school procedures.

11.4 Inclusion Support Team

- Comprises the Principal, Head of inclusion, Inclusion teachers, nominated teachers, learning support assistants and counselors.



- At least one Inclusion Teacher per cycle provides age- and stage-appropriate support for students with additional learning needs.
- Plan, monitor, and review provision for students of determination and gifted and talented students.
- Contribute to IEP development and ensure consistent classroom support.
- Involve parents in decision-making and IEP review meetings, ensuring their voice is central.
- Work with external specialists to coordinate interventions and maintain continuity of support.
- Promote a whole-school culture of inclusion through awareness activities and staff collaboration.
- Monitor impact using attainment, progress, attendance, and wellbeing data to drive improvement.

11.5 Teachers

- Deliver high-quality, differentiated teaching that meets diverse student needs.
- Implement IEP accommodations and strategies consistently in daily lessons.
- Track and report student progress, engaging parents and support staff as partners.
- Apply Universal Design for Learning (UDL) principles to ensure lessons are accessible and engaging.
- Contribute to early identification by observing and referring students needing additional support.
- Participate in professional development and embed inclusive strategies in practice.
- Foster a classroom ethos of belonging, respect, and acceptance of diversity.

11.6 Learning Support Assistants

- Provide targeted, individualized support to a specific student during the school day, focusing on access to learning and participation in school life.
- Promote the student's independence by supporting them to develop self-management, communication, and problem-solving skills rather than creating dependency.
- Work under the direction and guidance of the class teacher and Head of Inclusion to ensure alignment with the student's IEP or support plan.
- Support the student's safety, wellbeing, and access to the curriculum, extracurricular activities, and wider school environment.
- Communicate regularly with the teacher and Inclusion teacher to share observations about the student's progress, needs, and barriers to learning.



- Respect the confidentiality of student information and operate in line with school policies on safeguarding, inclusion, and behavior.
- Recognize the limits of the role: responsibility for instructional planning, assessment, and progress monitoring remains with the school’s teachers and Inclusion Team.

11.7 Parents and Families

- Engage actively in admissions, assessment, and IEP development, ensuring their perspectives shape planning.
- Support learning and inclusion through collaboration with teachers, leaders, and support staff.
- Advocate for their child’s needs while contributing constructively to school partnerships.
- Attend review meetings, workshops, and information sessions to remain informed and engaged.
- Reinforce inclusive values at home by encouraging respect for diversity, independence, and resilience.

11.8 Students

- Have the right to express their views and contribute to decisions about their learning, including IEPs where appropriate.
- Participate actively in academic, extracurricular, and social aspects of school life with necessary support.
- Develop self-advocacy, independence, and responsibility in line with their age and readiness.
- Treat peers with respect, contribute to a culture of belonging, and promote acceptance of diversity.
- Seek support when needed and engage positively with opportunities that enhance learning and wellbeing.

XII. Providing Support for Parents

12.1 Partnership Principles

IPS schools partner with families to improve outcomes for students with additional learning needs. Support for parents is respectful, culturally responsive, and focused on shared problem-solving. We value parents’ knowledge of their child and ensure they can participate fully in planning, review, and everyday communication.



- *Provide school-based advice to parents:* Guidance for parents of students with additional needs, include but are not limited to practical strategies, signposting to services, and a named staff contact for queries.
 - *Work in partnership:* Staff collaborate sensitively with families, recognizing that parents may be at different points in understanding and accepting their child's needs.
 - *Build trust through relationship:* Relationships are grounded in parents' knowledge and lived experience, which supports positive placement, smooth transitions, and strong long-term outcomes.
 - *Include parent insight in planning:* Parents' views and expectations inform individualized plans. When a family's first language is not the language of instruction, the school provides translation or other access arrangements so parents can engage fully.
 - *Share positives early and often:* Teachers highlight strengths and achievements early in the year.
- *Schools are encouraged to use the four modes of positive communication before raising concerns: verbal, non-verbal, visual, and written, applied consistently to reinforce a strength-based culture.
- *Adapt reporting as needed:* Standard report formats may not always suit students with additional learning needs. Reports provide an accurate, strength-focused picture of progress and achievement and are adapted in format and content where necessary.
 - *Create parent learning and support opportunities:* Schools may establish parent support groups (online and/or in person) and host workshops or information events so families can learn, share experiences, and both give and receive peer support.

12.2 Structured Conversations with Parents

Structured conversations are used to review progress and set targets with families of students who have additional learning needs. The approach follows clear steps that help staff listen carefully, learn from parents' experience, and build trust by using respectful, plain language.

- *Approach and tone:* Use non-judgmental, easy to understand language. Prioritize active listening so parents feel heard and understood.
- *Stages of the conversation:* The process has four stages: explore, focus, plan, and review. In the explore stage, staff work to gain a clear picture of the parent's perspective, checking understanding throughout.
- *Agree priorities:* Once perspectives are shared, guide the discussion to a small set of priorities. These may relate to home, school, or both, with each side offering support and insight.
- *Plan targets and actions:* Move to planning a limited number of targets, ideally three, never more than five. Targets are specific and include an action plan linked to outcomes.



- *Schedule review and communication:* Before closing, set the next review date and agree how you will communicate. Hold these conversations regularly and include the student whenever appropriate.

Refer to “Parent and Family Engagement Guide” Appendix 5

12.3 Support Families in the Home Environment

IPS schools help families support learning beyond the classroom. We explain what works at home and equip parents with simple, practical tools so children build skills, routines, and confidence. We enable parents to understand how to reinforce learning and intervention goals at home, since this partnership is key to a child’s overall progress.

12.3.1 Home-support Strategies

- *Practical guidance:* Share clear, respectful suggestions and resources for learning activities, behavior support, and routine-building at home. This can include sample home routines, personalized learning packs, and recommendations for targeted educational apps.
- *Parent learning and networks:* Offer regular workshops or training and provide opportunities for parent support groups, online or in person, so families can deepen understanding of their child’s needs, exchange experiences, and support one another.

XIII. Cross-Referenced Policies

The IPS Inclusion Policy should be read in conjunction with other key policies that collectively ensure equitable access, student wellbeing, and high-quality learning opportunities across all schools. These include:

- *Assessment and Examination Policy:* ensures that students of determination and gifted and talented students receive fair access to assessments, with appropriate accommodations and modifications.
- *Safeguarding and Child Protection Policy:* protects the rights, safety, and wellbeing of all students, including those with additional needs.
- *Career and University Guidance Policy:* provides pathways and opportunities for students of determination and G&T students to pursue future aspirations.
- *Physical Education Policy:* ensures equitable access to sports and physical activity, with adapted provision where necessary.



- *Wellbeing and Behavior Policy*: supports positive behavior and emotional development, with tailored strategies for students requiring additional support.
- *Continuous Professional Development Policy*: defines expectations for staff training, including mandatory hours in inclusive practices.

By aligning with these policies, IPS ensures that inclusion is not treated in isolation but is woven into every aspect of school life, strengthening compliance with KHDA frameworks and reinforcing our system-wide commitment to diversity, equity, and belonging.

References:

- [Federal Decree Law No. \(29\) of 2006 Concerning the Rights of People with Disabilities and its amendments](#)
- [Federal Decree Law No. \(31\) of 2021 Promulgating the Crimes and Penalties Law](#)
- [My Rights Handbook of the Rights of People of Determination](#)
- [Ministerial Resolution No. \(647\) of 2020 on the Policy of Inclusive Education](#)
- [Ministry of Education. \(n.d.\). School for All: General Rules for the Provision of Special Education Programs and Services \(Public & Private Schools\)](#)
- [KHDA Directive and Guidelines for Inclusive Education 2020](#)
- [Implementing Inclusive Education: A Guide for Schools 2019](#)
- [United Nations Convention on the Rights of Persons with Disabilities \(CRPD\)](#)
- [Law No. \(2\) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai](#)
- [Executive Council Resolution No. \(2\) of 2017](#)



XIV. Appendices

Appendix 1: Clarifying Misconceptions

Appendix 2: Identification, Referral, and Assessment Flow

Appendix 3: IEP Prompt Sheet – To guide the development of effective IEPs

Appendix 4: Teacher Guide to Strength-Based Communication

Appendix 5: Parent and Family Engagement Guide

Appendix 6: Supporting Diverse Needs (refer to the assessment policy for full document)

Appendix 7: Guidelines for the Creation and Marking of Summative Examinations Approved Arrangements and Modifications



Appendix 1: Clarifying Misconceptions

This following Section is taken from the *KHDA Directives and Guidelines for Inclusive Education Ensuring Equitable Access to Education for Students of Determination a Handbook for Schools 2017*.

MISCONCEPTION #1

'The inclusion of students of determination will make it more difficult for my school to achieve a high quality inspection rating.'

International research has shown that high-performing schools have the most success with inclusion. These schools prioritise equity and inclusiveness as key conditions for achieving educational excellence (Cologon, 2013; OECD, 2012; 2014; United Nations, 2016); teachers are more effectively provided with professional learning to support the personalisation of provision and the development of differentiation strategies that benefit all students (European Agency, 2012).

Furthermore, schools that focus on educational excellence and equity perform better in international assessments (OECD, 2015) and consequently experience better inspection outcomes. Willms's (2010) analysis of the 2009 PISA data shows that schools that adopt a more inclusive system of education, have higher levels of student achievement and better outcomes overall.



MISCONCEPTION #2

'The inclusion of students of determination has a negative impact on the learning of other students in the school.'

Many studies have focused on the inclusion of students of determination and the impact on typically developing peers. Research outcomes show that these students tend to benefit from interacting with students of determination. Proven benefits include, the development of social skills, personal responsibility, self-esteem, improved levels of tolerance and a more accepting attitude towards human diversity – essential components for the achievement of a fully cohesive community (European Agency for Special Needs and Inclusive Education, 2017; Kurth & Mastergeorge, 2012; Hodkinson, 2009; Jackson et al., 2009).

Importantly, research confirms that students who are not affected by disability do not receive less instructional time or less attention from their teachers due to the presence of students of determination. By contrast, they showed that typically developing students attending inclusive schools demonstrated higher levels of academic performance than those in less diverse classrooms. (Cole, Waldron and Majd, 2004). When schools develop the processes, strategies and practices required to meet the needs of students of determination, the result is better trained and more competent teachers. This leads to more effective systems of assessment and support, and better outcomes for all students (Kalambouka et al., 2005; Vianello & Lanfranchi, 2011).



MISCONCEPTION #3

'Students of determination do better when they are educated in separate classrooms and taught by specialists.'

Establishing a shared agreement that all teachers are teachers of students of determination is a key condition for the development of an inclusive school. Schools that rely on a medical model of disability inevitably fail to equip their teachers to adequately meet the needs of students of determination. They instead identify what is different about the student and provide options designed to remove the 'problem' from the classroom.

A systematic literature review strongly indicates that students of determination tend to do better when they are educated in regular classrooms and schools. Research evidence shows that learners experiencing barriers to learning achieve better results in both social and academic skills when they are effectively included within general school communities. (Bennett & Gallagher, 2012; Cologon, 2013; Curcic, 2009; Hicks-Monroe, 2011; Giangreco, 2009; Hunt, 2011; Fisher & Meyer, 2002; Vianello & Lanfranchi, 2009; 2011; WHO/World Bank, 2011).



MISCONCEPTION #4

'We can only accept students of determination who can cope with or achieve within the curriculum we provide.'

Almost all students of determination can achieve success with personal learning goals in the mainstream curriculum if they are provided with appropriate modifications, adaptations and support (UNESCO, 2001; 2004; 2009). Curricula can be adapted for inclusion in three ways: content, instructional settings, and instructional strategies (The Roeher Institute 2004; UNESCO, 2004; Ware et al. 2011). Schools that successfully adapt and apply their curricula to meet cognitive, cultural and language diversity result in improved teaching strategies that are able to meet a variety of learning styles and enable richer learning experiences for all (Hitchcock et al. 2002; Ware et al. 2011).

Redesigning, enriching and adapting the mainstream curriculum to become universally accessible is necessary to enable the inclusion of students of determination. It is also a fundamental component of enabling high quality engagement, participation, learning and outcomes for all students (European Agency for Development in Special Needs Education, 2012).

Appendix 2: Identification, Referral, and Assessment Flow

IPS schools follow a structured and transparent process to ensure early identification of learning needs, timely intervention, and appropriate support planning. This process applies across all schools, and all steps are documented, with records maintained in the student's secure inclusion file.

STEP 1. SCREENING AND CLASSROOM OBSERVATION

- At the start of the year and at agreed checkpoints, teachers review prior data and observe learning and behavior.
- Teachers implement quality-first teaching using Universal Design for Learning (UDL) and low-intensity classroom interventions.
- If barriers persist, teachers document the concern and notify the Inclusion Lead.

Early Years Focus (FS/KG):

- Screening emphasizes developmental milestones, language acquisition, and social interaction within play-based contexts.
- Teachers use age-appropriate tools such as developmental checklists, observational records, and parental input to build a complete picture of the child's needs.

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- Parents are engaged from the outset, recognizing their central role in early development and continuity of learning support.

STEP 2. CLASSROOM SUPPORT CYCLE

- Teachers implement a six to eight week support cycle with targeted strategies, success criteria, and weekly progress checks.
- If progress is limited, the teacher completes a Referral Form with supporting evidence and meets with the Inclusion Lead.
- Parents are engaged early in this process to ensure shared understanding and partnership.

STEP 3. INCLUSION SUPPORT TEAM (IST) TRIAGE

- The Inclusion Lead reviews the referral within five school days.
 - The IST (Principal, Head of Inclusion, Inclusion Teachers and teachers) decides whether to:
 - Continue classroom-based support with adjusted strategies, or
 - Proceed to a multidisciplinary assessment.
- Parents are informed at this stage, and consent is sought for any assessment beyond routine classroom practice.

STEP 4. MULTIDISCIPLINARY ASSESSMENT

- *Information Gathering:* Evidence is collected from teachers, parents, students, and external specialists as needed.
- *Range of Evidence:* Includes classroom observations, student work, curriculum-based measures, and, where appropriate, standardized tools.
- *Health and Sensory Checks:* Arranged when indicated to provide a full understanding of student needs.
- *Summary of Findings:* Focuses on student strengths, barriers to learning, and the impact on access, participation, and progress.

Important Note:

School staff are not permitted to label or diagnose students. Diagnosis of any kind is the sole responsibility of a qualified medical practitioner. The role of the school is limited to:

- Describing observed needs,
- Documenting barriers to learning, and
- Referring to external specialists when necessary.

KHDA guidance references tools such as MAP and GL Assessment, Ages & Stages, and Strengths and Difficulties Questionnaires.



STEP 5. ELIGIBILITY AND PLANNING

- For newly admitted students with significant barriers to learning, an Individual Education Plan (IEP) is implemented within six weeks of admission.
- The IST determines whether the student meets criteria for additional learning needs requiring an IEP (Tier 3) or whether a short-term Student Support Plan (SSP) is appropriate.
- Following the eligibility decision, an IEP or SSP is created through a collaborative meeting within ten school days, including present levels, goals, accommodations, interventions, responsible staff, and a review date. Where the ten-day window would push implementation beyond six weeks from admission, timelines are shortened to meet the six-week requirement.
- The IEP is created through a collaborative meeting led by the Head of Inclusion and, where possible, includes the student, their parents, and the class or subject teacher; Inclusion teachers, learning support assistants, and relevant external professionals may contribute.
- Access arrangements are agreed and must reflect the student's normal way of working.

STEP 6. IMPLEMENTATION

- Teachers and LSAs implement agreed strategies and accommodations consistently in lessons and assessments.
- Specialists deliver interventions and provide coaching for staff as required.
- The Head of Inclusion circulates a one-page student profile to relevant staff for daily reference.
- Information in the IEP, including the student profile and classroom accommodations, explicitly informs lesson planning and guides (UDL) strategies.

STEP 7. PROGRESS MONITORING AND REVIEW

- Teachers collect data aligned with IEP or SSP goals.
- Plans are adjusted, continued, or exited based on evidence of progress.
- IEP implementation includes targeted support, routine review of classroom practice, and continuous tracking of student outcomes to evidence impact and adjust provision.

STEP 8. TRANSITION AND EXIT

- For class or phase transitions, a transition plan is prepared to brief new staff and update access arrangements.
- Exit from an SSP or IEP occurs when goals are achieved, and needs can be met through universal provision.
- Students who exit continue to be monitored through routine school systems to ensure sustained progress.



IEP/DLP Template and Quality Assurance

Each IPS school is responsible for designing, using, and quality-assuring a single, standard template for Individual Education Plans (IEPs) or Student support plan(SSPs).

Minimum requirements

- A common template, approved by the Head of Inclusion, that includes learner profile, strengths and barriers, present levels of attainment, SMART goals and success criteria, provision and responsible staff, access arrangements that reflect the student’s normal way of working, tier of support, review schedule, and student/parent voice.
- Records are stored securely in the approved school system, accessed only by relevant staff on a need-to-know basis, maintained with clear version control and scheduled review dates, and shared solely for educational purposes with required parental consent.
- A collaborative completion process led by the Leader of Provision. For new admissions with significant barriers, the IEP is implemented within six weeks of admission; following eligibility, plans are created within ten school days.

Implementation and monitoring

- Teachers use the plan to inform lesson planning and classroom practice; UDL strategies are referenced directly from the plan.
- The Leader of Provision trains staff on the template, checks plan quality, and samples classroom implementation through learning walks, book looks, and review meetings.
- Outcome data linked to IEP/SSP goals is collected and analyzed at each review point; findings are reported termly to the senior leadership team and the Governor for Inclusive Education.
- An annual audit of IEPs/SSPs confirms compliance, impact, and staff training needs.



Appendix 3: IEP Prompt Sheet

To guide the development of effective IEPs

The following framework has been taken from the *KHDA School Inclusion Policy 2017*. It illustrates how schools can effectively capture key aspects of student information and learning profiles in order to provide targeted and meaningful support. The model highlights critical areas such as barriers to learning, performance levels, strengths, difficulties, interests, and learning styles. By integrating this structure, schools ensure that students of determination are supported through a holistic approach that promotes engagement, inclusion, and academic success.

STUDENT INFORMATION	CATEGORY OF NEED	This refers to the category/ies of need, which are assigned to the student, following in-school identification procedures or external diagnostic assessment. It reflects the various barriers to learning experienced by students of determination and should be applied in accordance with associated guidance.
	MAIN BARRIERS TO LEARNING	This refers to the difficulties, which arise from the student's identified category of need, and present as their most significant barriers to learning. These identified barriers to learning are the focus of the 'individual target/s' section of the IEP. The number of targets set for each student will be guided by the significance of the student's difficulties, and the impact of the associated barriers to learning.
	ADDITIONAL BARRIERS TO LEARNING	This identifies the additional, but less significant barriers to learning, experienced by the student, as result of their identified category of need. These barriers to learning are the focus of the 'classroom accommodations' section of the IEP.



STUDENT LEARNING PROFILE

PERFORMANCE LEVEL

This refers to the student's level of performance in accordance with the school's agreed curriculum standards (attainment level) and non-academic domains, such as communication or interpersonal skills. This will enable teachers to plan lessons that are aligned with the student 'starting points' and therefore promote engagement and success.

AREAS OF STRENGTH

This refers to the student's areas of strength in learning and performance. This enables teachers to design activities that promote a sense of competence and achievement, and boosts the student's success.

AREAS OF DIFFICULTY

This refers to aspects of learning and performance that the student finds most difficult. This ensures that teachers are able to prepare for and support students in tackling areas of potential weakness, and strengthens the student's ability to persevere in challenging situations.

AREAS OF INTEREST

This refers to the topics and activities that most interest the student. This assists the teacher in planning activities that are motivating, relevant and meaningful, therefore strengthening the student's ability to retain knowledge, gain understanding and develop skills.

LEARNING STYLE

This refers to student's preferred style of learning. This enables the teacher to focus on designing learning activities that are most suitable for a student to understand, engage with, and participate in.

CLASSROOM ACCOMMODATIONS

HOW TO HELP

These are the actions that will promote the student's ability to assess learning opportunities within the classroom. They provide general guidance about how teachers can assist the student to engage and achieve within their classroom experiences.

THINGS TO AVOID

These conditions reduce the student's success in learning, and should be avoided. This information prevents the teacher from unnecessarily hindering the student's success in learning.

ACCESS ARRANGEMENTS

These are the arrangements, which enable students to engage with assessment opportunities in a way that enables them to demonstrate what they know, understand and can do. For informal assessments, such as class-based tests, schools can apply supportive conditions, such as extra time for the completion of assessments, in accordance with school policy and associated guidance. For formal assessments, such as IGCSE, similar conditions of support require authorisation from the examining body. This may require a formal diagnosis or medical assessment report.



INDIVIDUALISED TARGETS (SMART)

TIMEFRAME	The target/s will include a timeframe within which the student will achieve the goal. It should also state when and how often progress will be measured and recorded over time.
RELEVANT	The target/s should focus upon lowering, or removing, the most significant barriers to learning. It should be relevant to the student's individual experience and address the issues that impact most upon their wellbeing and/or performance within school.
ACHIEVABLE	The target/s should include an expected outcome that is achievable. It should be appropriately challenging, given the student's individual starting points. Although the student may require access to specific support, the achievement of the goal and its impact should be evident within common learning environments including the classroom.
MEASURABLE	The target/s should be measurable. The target/s should indicate, and be based upon, the individual student's starting point (what the student can do now). It should include information about what the student will be able to do differently when they have achieved the target. Progress towards achieving the target/s is monitored and measured within common learning environments, including the classroom.
SPECIFIC	The target/s are specific to each individual student. They should clearly specify the intended outcome of and the corresponding success criteria. Additionally, instructions about the specific strategies used by the teacher to enable the student to achieve the target should be included.

DEVELOPMENT TEAM

PARENT	<p>Parents must be involved in the development of their child's IEP and should be supported and encouraged to attend the IEP development meeting. They know their children better than anyone else and have the most complete understanding of a child's physical, social, developmental, and family history.</p> <p>Parents must sign the IEP to signify their involvement and authorisation of the associated educational programme.</p>
STUDENT	Students of determination must be enabled to participate in the development of their educational programme, and where appropriate, should attend the IEP development meeting. As children get older, it may be a good idea to encourage them to take a more active role. This allows them to have a strong voice in their own education and can teach them a great deal about self-advocacy and self-determination. It is important that the agreed IEP is communicated to the student in a manner that enables them to understand it in the best way possible.
TEACHER	<p>The student's main teacher plays a crucial part in the IEP development process and will be held accountable for applying the plan within the classroom, or other common learning environments.</p> <p>The teacher must sign the IEP to signify their involvement and to acknowledge their understanding of the implications for classroom practice.</p>
LEADER OF PROVISION FOR STUDENTS OF DETERMINATION	<p>The leader of provision for students of determination leads the IEP development process. Their deep knowledge of barriers experienced by students of determination and the associated strategies which effectively promote learning and progress should ensure that all members of the team are guided, and supported to effectively develop and successfully implement the IEP.</p> <p>By signing the completed IEP, the leader of provision for students of determination affirms their approval of the content and acknowledges their role in enabling all members of the team to fulfill the expectations set out in the plan.</p>
OTHER PROFESSIONALS	<p>For some students, it may be appropriate to invite additional members to attend the IEP meeting and to contribute to the development process. In some instances this may be a learning support assistant, who may have important information about a student's level of functioning within the classroom, and in others, it may be therapists who work to embed therapeutic goals and approaches into the IEP.</p> <p>These other professionals should sign the IEP to acknowledge their role and contribution to the development process.</p>



DUBAI INCLUSIVE EDUCATION POLICY FRAMEWORK (KHDA, 2017)

Appendix 4: Teacher Guide to Strength-Based Communication

SECTION 1: WHAT STRENGTH-BASED LANGUAGE LOOKS LIKE

It is a way of speaking and writing that centers the student’s abilities, progress, and potential. Needs are described in terms of supports and strategies, not deficits. The tone is respectful, specific, and focused on next steps.

Key features

- Starts with what the student can do, then links any need to a practical support and an achievable goal.
- Uses observable facts from work or behavior, not opinions or labels.
- Uses clear, neutral words that preserve dignity and avoid deficit terms.
- Describes progress with present tense verbs such as is developing or is improving to show growth.
- Names the conditions that help the student learn, for example routines, visuals, or extra time, rather than traits of the student.
- Keeps goals future focused and actionable so families and teachers know what success will look like.
- Respect’s identity and privacy, reflecting family preferences for terminology and sharing only on a need to know basis.
- Invites partnership by showing how teachers, parents, and the student each contribute to progress.

Strength-Based Language	Deficit-Based Language	IPS Example
Focuses on abilities and contributions	Focuses on what is lacking	“Shows persistence when tasks are challenging” vs. “Gives up easily”
Diversity as an asset	Differences as problems	“Learns best through movement and practical tasks” vs. “Cannot sit still”
Opportunity-focused	Problem-focused	“Benefits from structured transitions” vs. “Struggles with transitions”



SECTION 2: PRACTICAL EXAMPLES FOR STAFF

Give teachers “before/after” language they can copy straight into reports and conversations:

- Instead of “*He is disruptive in class*” → “*He learns best with clear routines and benefits from structured guidance.*”
- Instead of “*She cannot work with peers*” → “*She is developing skills in group work and contributes effectively in smaller pairs.*”
- Instead of “*He suffers from ADHD*” → “*He is living with ADHD and responds well to movement breaks.*”

SECTION 3: SENTENCE STARTERS FOR REPORTS AND CONVERSATIONS

Provide usable phrases staff can adopt immediately:

- “*Strengths this student demonstrates include...*”
- “*This student contributes by...*”
- “*The student is developing skills in...*”
- “*The student benefits from...*”

SECTION 4: REFLECTIVE QUESTIONS FOR STAFF

Add prompts so teachers can self-check:

- Am I describing what the student can do, not just what they can't?
- Am I highlighting the environmental adjustments that help, not labelling the student as the problem?
- Would this language make the student and parent feel valued and respected?

SECTION 5: EVERYDAY COMMUNICATION CHECK

Daily language in emails, reports, and conversations shapes an inclusive culture. Keep it simple, respectful, and progress oriented.

- Pause and reread for tone. Replace negative labels with the student's contributions and the supports that help.
- Describe what the student can do now and the next step to build on it.
- Use clear, neutral words and present-tense growth verbs such as *is developing* or *is improving*.
- Keep messages brief, specific, and partnership focused so families see a path forward.



Appendix 5: Parent and Family Engagement Guide

Meeting Parents Where They Are

At IPS schools, we recognize that parents may be at different points in their journey of understanding and accepting their child’s learning needs. Some may feel confident and informed, while others may be anxious, uncertain, or still coming to terms with new information. Staff are expected to approach all families with empathy, patience, and respect, listening carefully to their perspectives and providing reassurance. This awareness should guide every conversation, ensuring that parents feel supported, valued, and included as equal partners in their child’s learning journey.

Implementation Expectations for IPS Schools

All IPS schools are required to implement this guide as part of their inclusion practice. Parent engagement is not optional; it is a core element of ensuring equitable access, participation, and progress for students of determination and other students with additional learning needs. To achieve consistency across campuses, the following expectations apply:

STRUCTURED PARENT CONVERSATIONS

- Each school must conduct at least one structured parent conversation per semester for every student of determination.
- Conversations must follow the four-stage framework of *Explore, Focus, Plan, and Review*, with clear notes recorded and filed in the student’s inclusion folder.

ANNUAL PARENT WORKSHOPS AND NETWORKING

- Schools must provide at least one annual parent workshop or networking opportunity to support parental understanding of additional learning needs and to build peer-to-peer support.
- Workshops should include practical strategies for home support and may be delivered in-person or online.

STRENGTH-BASED REPORTING AND COMMUNICATION

- All communications with parents, including report cards, reviews, and meetings, must reflect a strength-based approach that highlights student abilities alongside areas for growth.
- Schools are required to avoid deficit-based language and refer to the IPS Strength-Based Language Guide (Appendix Y) for examples and expectations.

LEADERSHIP OVERSIGHT AND ACCOUNTABILITY



- Principals and Heads of Inclusion are responsible for monitoring implementation of this guide.
- Evidence of parent engagement (structured conversations, workshops, communication records) must be included in the school's inclusion file and made available during internal and external reviews.

CONSISTENCY ACROSS IPS

- Schools are expected to align their practices with this system-wide guide to ensure families across all IPS campuses experience the same high-quality engagement and support.
- Any adaptations for local context must maintain fidelity to the principles and practices outlined in this appendix.



Structured Conversations Worksheet

Purpose: To guide meaningful conversations between school staff and parents, ensuring shared understanding, clear priorities, and practical action planning for students of determination and those with additional learning needs.

Student Information

Name: _____

Grade/Class: _____

Date of Meeting: _____

Staff Present: _____

Parents/Guardians Present: _____

Stage 1: Explore – Listening and Understanding

Goal: Gain insight into the parent's perspective and lived experience.

What are your child's strengths and interests?

What helps your child feel safe, confident, and motivated?

What challenges do you see at home or in school?

Are there recent events or changes that might be affecting your child?

Notes:

Stage 2: Focus – Clarifying Priorities

Goal: Agree on the key issues and set priorities together.

From today's discussion, what are the top 2–3 areas we should focus on?

Are these priorities more related to learning, behavior, wellbeing, or transitions?

What are the most important short-term goals for your child this term?

Agreed Priorities:

Stage 3: Plan – Setting Targets and Actions

Goal: Develop clear, actionable targets with roles assigned.

What strategies will we use in school?

What can parents try at home to support?



Are external professionals involved? If yes, what is their role?
When will we check progress?

Targets (no more than 3–5, ideally 3):

Actions and Responsibilities:

School will... _____

Parents will... _____

Student will... _____

Specialists (if any) will... _____

Stage 4: Review – Reflection and Next Steps

Goal: Summarize progress and set expectations for follow-up.

What progress has been made since the last meeting?

What still needs attention?

What are the next steps and agreed timeline?

Review Notes:

Next Review Date: _____



Appendix 6: Supporting Diverse Needs (refer to the assessment policy for full document)

Identifying Groups of Students

The process of identifying different groups of students enables Al Ittihad Private schools to target a supportive and responsive educational environment which nurtures the unique abilities and challenges of each student. Schools use a systematic and multifaceted approach that combines quantitative data from assessments with qualitative observations and insights from our teachers.

Category	Identification Process	Our Aim
Highly Able Students (Gifted & Talented)	>125 in any one CAT4 battery or >120 in 2 or more CAT4 batteries Exceptional talent in a music, sport, or skill	We aim to provide tailored challenges and enrichment programs and foster motivation through interest-based learning.
High Achievers	>95th percentile in any one MAP exam and/or >90th percentile in at least 2 MAP exams >95% achievement in 2 or more core subject internal exams	We aim to provide a differentiated curriculum to maintain engagement, set high expectations to encourage continuous growth and recognize achievements to boost motivation.
Low Achievers	<5th percentile in MAP or <74 in 2 or more CAT batteries or <50% in 2 or more internal examinations	We aim to provide targeted support through tutoring and interventions to close the achievement gap and ensure the students meet their academic potential.
Students of Determination	Refer to detailed Inclusion Policy	We aim to implement individualized plans to meet diverse needs by providing specialized resources and interventions whilst fostering an inclusive environment that values all abilities and ensures access to learning opportunities.

Students identified as *Highly Able* may not always achieve high grades; their abilities may not be fully reflected in standardized tests or in classroom performance. These students are recognized for their potential or unique abilities.

High achievers on the other hand are students who demonstrate through hard work and dedication, reliability in their academic performance across subjects and consistently perform well above academic levels. *High achievers* are often motivated by grades, recognition and achievement and thrive in structured environments.



Low Achievers are identified as those who consistently underperform in their academic work and examinations and may have exceptionally low cognitive abilities.

Identification and Support of Students of Determination

The identification of Students of Determination shall be carried out by the Head of Inclusion in accordance with the school's Inclusion Policy and relevant national regulations. For the purposes of this policy, SOD refers to students who have a learning difficulty, disability, or condition that necessitates additional or alternative provision beyond that made for the majority of their peers.

Administration of Standardized Tests for Accommodations and Modifications

Where a school determines that a student may benefit from accommodations and modifications, but the assessment provider requires evidence from standardized tests to confirm eligibility, the following shall apply:

- The school shall administer the required standardized tests in-house wherever possible. If such tests are not available within the school, parents shall be informed of the eligibility criteria and the process for accessing these tests through an external provider.
- Where the school can administer the standardized tests in-house, parents retain the right to decline payment of any additional fees for this service. Parents must be informed that refusal to access this service may affect the range of accommodations and modifications available to the student.
- Where the standardized tests must be commissioned from an external provider, parents retain the right to decline this service. Parents must be informed that such a decision may impact on the accommodations and modifications that can be formally approved for the student.

KHDA Guide for Implementing the Categorization System for Students of Determination Introduction (updated by KHDA on 17-11-2025)

This categorization system ensures:

- Compliance with national directives and consistency across educational institutions.
- A cohesive approach across relevant authorities, entities, and stakeholders.
- Accurate identification and reporting to inform planning, resourcing, and inclusive practice.

All students of determination (students with a formal diagnosis) and students identified with evidence-based indicators of a possible disability must be classified with reference to the following:

Table 1: Every student of determination (student with a formal diagnosis) must be classified under one of the 11 main categories.



Table 2: Every identified student (student with evidence-based indicators of a disability) must be categorised using the barrier categories in Table 2.

Note: Chronic health conditions (such as epilepsy, diabetes, asthma, cystic fibrosis, and cancer) are not included in this system. These should be recorded and managed separately through the institution's medical, health and wellbeing policies.

Student support and provision details

In addition to providing information on students' barriers to learning and categories of need, educational institutions are required to complete a set of mandatory questions. These questions gather essential information about each student's support arrangements, educational planning, use of assistive technology, and access to relevant services.

Key principles

A diagnosis shall be recognised only upon submission of an official report issued by a qualified and licensed professional in the relevant field.

A diagnosis must never be a condition for admission.

A diagnosis must never be a condition for accessing inclusive education services or additional support within the institution.

Educational institutions must maintain robust internal systems to identify, record, and support learners with emerging needs.

Steps to complete the categorisation for students of determination (with a formal diagnosis)

Step 1: Identify the learner's diagnosis as recorded in formal diagnostic reports.

Step 2: If the diagnosis matches a sub-category, record it under both the main category and the sub-category. It is important to note that the list of diagnostic labels is not exhaustive; the educational institution may need to select the right option based on best-fit judgment.

Step 3: Where available, complete the additional information requirements which indicate the severity of need for a specific disability label.

Step 4: It is important to note that multiple disability must only be selected if a student has two or more significant disabilities that co-exist and result in more complex needs than each disability would on its own.

Step 5: Where a student has more than one diagnosis, educational institutions should select all diagnoses that are relevant, recording them under the appropriate main categories and sub-categories.

Step 6: Ensure accurate record-keeping in alignment with KHDA reporting systems and student support documentation.


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 1.2 Unspecified 1.3 Global Developmental Delay 1.4 Neurocognitive Disorders	Mild Moderate Severe Mild Moderate Severe
2. Communication Disorders	2.1 Language Disorders 2.2 Speech Sounds Disorder 2.3 Fluency Disorder 2.4 Social Communication Disorder 2.5 Unspecified Communication Disorder	Receptive Expressive Both receptive and expressive
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability 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.	

Steps to complete the categorisation for identified students of determination without a diagnosis (barrier identification)

- Step 1: Identify the learner's main barrier as identified through a comprehensive school-based assessment.
- Step 2: Select the Main Barrier and Barrier Sub-Category.
- Step 3: Where available, complete the additional information which indicates the level of support or specific barriers.

**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 Early developmental needs in more than one area (under age 5) 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)
2. Communication and Speech Needs	Language needs Difficulty making speech sounds clearly Stammering or stuttering Social use of language difficulties Other or unclear speech and language needs	Understanding language Using language Both understanding and using language
3. Social Communication and Interaction Needs	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.	

Policy Commitment

The school is committed to ensuring equitable access to all assessments for SEND students. All reasonable accommodations shall be made without compromising the integrity, fairness, or validity of the assessment process. This commitment supports inclusion, academic achievement, and the fulfilment of statutory obligations.

Interventions

At Al Ittihad Private Schools, we are committed to providing a learning environment that supports the diverse needs of all students. Our intervention strategies are designed to ensure that every student, regardless of their abilities or challenges, is given the opportunity to thrive academically,



socially, and emotionally. By fostering a collaborative approach and utilizing data-driven strategies, we aim to deliver personalized support that empowers students to achieve their full potential.

These guidelines outline our approach to identifying and addressing the individual needs of students through effective, targeted interventions. This policy ensures that the school is proactive in addressing the diverse needs of its student population and provides tailored, data-informed support for continuous improvement.

Approach	Guideline
Development and Implementation of Intervention Plans	Schools will create documented learning plans (DLPs) and put into practice targeted interventions that support teaching and learning for all students. These plans will align with KHDA inclusive education requirements to ensure that every student is provided with the opportunity to succeed.
Data-Driven, Tiered Interventions	Schools will analyze internal and external assessment data to design a tiered system of interventions. These interventions will address the varying needs of students, with a focus on specific groups such as high-achieving students, those at risk of falling behind, and students requiring additional support due to learning challenges.
Student Involvement in Intervention Planning	Students will be actively involved in the design and review of their individualized interventions. This encourages ownership of learning, fosters self-advocacy, and ensures support is tailored to personal needs and aspirations.
Collaboration with Stakeholders	Interventions will be developed in collaboration with key stakeholders, including parents, teachers, specialists, and external agencies when necessary. This collaborative approach ensures that the interventions are well-rounded and draw on diverse expertise to address the students' needs effectively.
Resource Allocation and Support	Schools will allocate appropriate resources to support both individual students and groups. Teachers will ensure that necessary accommodation is made, and they will manage and utilize the resources provided to optimize learning outcomes for all students.

Parents of students with additional learning needs are actively engaged in the development and review of accommodation. Ongoing communication keeps them updated on their child's progress and any adjustments made, ensuring support aligns with both the student's needs and the home environment.



Accommodation and Modifications for Examinations

Students with Individual Education Plans (IEPs) under Adaptation should take the same exam as their peers, with appropriate access arrangements in place to support their needs.

For students with IEPs based on Learning Outcome/Curriculum Modification or an Alternative Curriculum, customized exams should be designed to align with their individualized learning goals. The development of these specialized exams will be a collaborative effort involving the inclusion specialist, the subject teacher, and the Lead Teacher.

Accommodation or modifications will be determined on a case-by-case basis, considering each student's unique needs and abilities. These may include:

Modifications	Description
Extended Time	Students with certain learning or attention difficulties may be allocated appropriate additional time during written assessments and examinations.
Separate testing rooms and flexible seating	Students with attention difficulties, anxiety, or other conditions that may be exacerbated by a busy testing environment may be accommodated in a distraction free environment to help them focus.
Supervised breaks and prompting during exam	Students with attention disorders or other medical condition may be allowed short breaks to manage their wellbeing. A person may be informed to prompt the student at prescribed time intervals to focus attention.
Use of a reader	Students with reading difficulty may have their question paper read out to them The questions should not be explained further. If a student is used as a reader, they must be a student of a lower grade level.
Use of a scribe	May be permitted for students with motor or writing difficulty The scribe and student must practice working together at least once before the examination. If a student is used for a scribe, they must be a student of a lower grade level.
Clarification	Certain students may be allowed to have questions rephrased to clarify the content or context.
Alternative formats	Enlarged print or braille or electronic aids may be used for students with visual or writing difficulties. Alternative exam formats that may suit the needs of the student e.g. use of Multiple-Choice Questions in place of Free response writing questions.
Assistive Technologies Use of Calculator	Screen readers, speech-to-text software or specialized keyboards may be used May be allowed for students with challenges in numeracy in all exams.
Use of computer	May be allowed to complete written tasks for students with severe writing difficulty.
Other accommodations	Spelling errors not penalised in every instance. Reduction in the amount of written work required.



Appendix 6: Guidelines for the Creation and Marking of Summative Examinations Approved Arrangements and Modifications

Approved Arrangements and Modifications

Select only what the IEP/evidence supports. Combine arrangements as needed if they don't compromise validity.

Arrangement	Description	When Permitted	Constraints / Notes	Evidence Required
Extended time	Additional working time beyond the standard duration	Processing speed, reading/writing or attention difficulties	Usually +25% (or as IEP states). Must not exceed building timetable constraints	IEP/psych ed report indicating need
Separate room / flexible seating	Smaller room or seating to reduce distractions	ADHD, anxiety, medical or sensory needs	Invigilator ratio maintained; same exam security as main room	IEP/medical
Supervised breaks / prompting	Short, timed breaks; neutral prompts to refocus	Attention, medical conditions	Prompts are non-directional ("You may continue"). Break time is not counted as working time unless IEP specifies	IEP/medical
Reader	Trained adult reads the paper verbatim	Specific reading difficulties or visual impairment	Reader does not explain/translate meaning; only reads text, including numbers/symbols as written. Reader signs confidentiality	IEP/assessment
Scribe	Trained adult writes/typewrites candidate's dictated answers	Motor/graphomotor or severe writing difficulties	Scribe records verbatim; no editing. Practice once pre-exam. Scribe signs confidentiality agreement	IEP/assessment
Clarification	Neutral rephrasing of instructions only	Language/processing needs	No re-teaching or leading to an answer; content is not simplified. Use SEND Coordinator approved phrasing list	IEP
Alternative presentation	Enlarged print, high-contrast, braille, or accessible digital view	Visual/sensory needs	Must match the standard paper content/layout as closely as possible	IEP/medical
Alternative response format (Modification)	E.g., MCQ instead of extended writing, or reduced response load	For IEPs with Learning Outcome/Curriculum Modification or	Flag as special exam; coverage aligns to IEP goals and the TOS intent where feasible. Recorded on results profile	IEP specifying modification



		Alternative Curriculum		
Assistive technologies	Screen reader, speech-to-text, specialized keyboards	Documented need and prior classroom use	Devices offline, locked to approved apps; tech check before exam	IEP specifying modification
Calculator	Approved calculator unless calculation speed being assessed	Numeracy challenges per IEP	Not permitted if mental arithmetic is being directly assessed (subject team to confirm)	IEP/maths lead note
Computer for responses	Typed answers instead of handwriting	Severe writing or motor difficulties	No spell/grammar aids unless IEP allows. Printing/attaching script to booklet after exam	IEP/OT report
Spelling not penalized (where appropriate)	Remove/limit marks lost for spelling	Dyslexia or language-based IEPs	Only when spelling is not an objective of the item/section. State the maximum deduction policy where applicable	IEP
Reduced written workload	Fewer items of the same construct	Fatigue, medical conditions, modification IEPs	Ensure remaining items sample the construct adequately; mark total scaled transparently	IEP/medical with teacher plan

Exam-Day Implementation

- Invigilators receive the Authorization Form and Implementation Log for each student.
- Any deviation (e.g., longer break, equipment swap) is recorded and countersigned by the Exams Officer.
- Reader/Scribe/Proctor sign confidentiality declarations.
- For special exams, use the naming convention with the -D- segment and control distribution.

Refer to the Assessment Policies and Guidelines for Suggested forms.



XV. Disclaimer

Disclaimer

This policy was developed by Arabian Education Development Company. It is intended for use exclusively by Al Ittihad Private School staff and/or students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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