



The International School
of Choueifat – Dubai

INCLUSION POLICY



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All employees will receive this policy in conjunction with our Safeguarding-Child Protection Policy, Bullying Prevention Policy, Behavior Management Policy, and The Employee Handbook.

Applies to all staff (teaching and administration) working in the school.

MONITORING AND REVIEW

The following policy is mandatorily reviewed and applied to all working staff, in teaching and administrative roles. This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.

Signed:

ISC DUBAI
School Director

This policy will be reviewed by the School Management no later than August 2026 or earlier if significant changes to the systems and arrangements occur or if legislation, regulatory requirements or best practice guidelines are required.



INTRODUCTION

ISC Dubai recognizes and respects the rights of all adults and children in the school community. We commit to value the ability, individuality and cultural background of all children; by providing each child with the opportunities and support they need to reach their full potential as learners. ISC Dubai aims to actively promote non-selective admission criteria, and eliminate discrimination on the grounds of ethnicity, gender, origin, religious doctrine, social standing or disability.

Federal Law No. (29) of 2006 is the first law in the UAE to protect the rights of people of determination. The law provides for equal care, rights and opportunities for people of determination in education and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.

In line with The National Child Protection Policy in Educational Institutions in United Arab Emirates (September 2022), ISC Dubai will respect social diversity and differences of all types: race, color, gender, religion, expatriates, non-expatriates, mental, psychological, and physical capabilities of each student.

We will endeavor to achieve justice and equality in treatment for all students in the educational institution.

Therefore, the purpose of our inclusion department is to:

- Increase the extent to which students of determination can participate in the school's curriculum
- Provide suitable and applicable accommodations and adaptations to the needs of students of determination, which in turn provides them with better access to activities and better mobility around school premises. Develop a culture of inclusion, support and awareness within the school
- Modify means of communication inside and outside the classroom to best convey messages to be acquired by all students, including students of determination.
- Increase cooperation with third party specialists to facilitate additional support to a student, if and when possible, without obstacle or hindrance Increase cooperation with third party specialists to facilitate additional support to a student, if and when possible, without obstacle or hindrance
- Keep staff informed about, and continuously promote, the professional Codes of Conduct for workers in the General Education Sector published by the Ministry of Education, September 2022.
- Provide increased training and support for all members of staff to identify and support the needs of all students, including students of determination.
- Coordinate with caregivers, in order to work towards the best interest of students



DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

According to the UAE Federal Law 29, a Person of Determination is defined as: “Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs.” In line with UAE Federal Law 29(2006) and UAE Federal Law No. 2 (2014), improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) is a priority for the emirate of Dubai.

THE SCHOOL INCLUSION POLICY OBJECTIVES

- To develop a framework for the early identification of children with additional needs
- To determine effective record keeping procedures for all students of determination
- To actively promote working partnerships between the parents of identified children and the school, as well as involving external agencies when appropriate
- To take actions to provide the necessary support for students of determination
- To ensure that students of determination express their views and are involved in plans that affect their educational journey
- To spread awareness and maintain high expectations of the students of determination
- To enable students to make the best possible progress in order to reach their full potential

AIMS AND OBJECTIVES

At ISC Dubai, the welfare, wellbeing and best interests of the child operate as the primary and guiding focus of all dealings with each student. The aim of the school is to create a healthy environment, whereby students are, and feel, secure, valued, encouraged, listened to, and protected against any occurrence that may threaten the development of the child’s learning journey. The school believes in an ethos which promotes a positive and supportive learning environment. We set realistic and challenging expectations that meet the needs of the students, so that they achieve their potential by the end of each grade level. Some children progress beyond this expected point. We differentiate within the classroom in order to challenge students; where necessary, planning more advanced activities which build upon and extend upon the learning.

Students who may need additional support in order to reach their full potential, are largely supported through additional educational provision, or in-class strategies implemented by the class teacher.

- Using a range of teaching strategies based on the child’s learning needs
- Providing opportunities and use a range of strategies to motivate children



- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Planning additional activities for children whose ability and understanding are of a high ability and require additional challenge
- Monitoring children's progress regularly, and acting in a timely manner to provide support as necessary. Where these in-class strategies do not fully meet a student's educational needs, we can address the deficit through additional one-on-one sessions, small group sessions or peer tutoring.
- Providing schedule modification to better cater to the student's needs and accommodate outsourced therapists
- Accommodating Learning Support Assistants in class, if and when needed
- Providing an appropriate setting for students to attend sessions with outsourced therapists/ specialists in the school

ISC Dubai commits to comply with its legal and moral responsibilities to use the resources available to accommodate the needs of applicants of determination for which, with reasonable adjustments, the school can support effectively.

Students with additional learning needs are those who may require student-specific support because they experience challenges in one or more of the following areas that affect their ability to learn and/or progress:

- Academic
- Behavioral
- Cognitive/intellectual
- Communication / Language
- Health-care
- Physical
- Sensory
- Social/emotional

The goal of the SEND support team is to identify the academic, behavioral, and emotional support that students require to reach their potential, and to work with staff in providing this support. THE SCHOOL recognizes the importance of including students, parents and guardians, teachers and administrators in a collaborative process for the delivery of support to students with learning difficulties.

PROCEDURE

A student may be identified as having additional needs before admission, or through observation

once enrolled.



Previously unidentified concerns about possible additional needs can be highlighted to the relevant AQC, SENCO or reported directly to the Inclusion Champion by staff or parents.

The SEND support team will then assess the appropriate course of action. This could include:

- An Informal observation within school
- Consultations with teaching and admin staff
- Consultations with parents

Formal assessment by an external agency, which shall only proceed following the agreement of the student's guardians. After a period of assessment, a decision will be reached as to what future action is required to be taken for the child's best interest.

ISC Dubai will support the student's additional needs using all of the resources available, and develop an individualized education plan, with the input and recommendations of the child's therapist/specialist, the child's teachers, guardians and SENCO.

Actions could include, but are not limited to:

- Support within lessons by the teacher
- Support outside lessons by a teacher, can be one-on-one or in a small group
- Peer tutoring
- Referral to an outside agency
- Strategies to remove/reduce social, emotional and environmental barriers to a student's learning
- Sessions with the Social Worker for socio-emotional support
- Sessions with the SENCO
- Involvement in the Student Life Organization® to develop social skills

The SEND support team will plan and monitor the implementation of the education plan for each student, keep appropriate records and determine the timescale for review and evaluation of the plan. The support team will also make sure that the necessary information is available to the student, the parents/guardian and all those who are supporting the development of the learner.