GEMS Winchester School Dubai

Inclusion Policy
(Whole School)

Person(s) Responsible: Vice Principal and Senior Director of Inclusion

Approved by ELT: August 2024

Date of Next Review: July 2025

Contents

At GEMS Winchester School Dubai (WSD), it is our vision to provide an inclusive education, which is part of the GEMS overarching corporate mission 'to put a quality education within the reach of every learner no matter where they are'.

As a GEMS Education school, we support the GEMS vision for inclusion, which is 'to ensure all students have the right support and opportunities at the right time, so they become resilient, happy and successful in their adult life'.

To enable this GEMS will focus on 4 key priorities:

- Education Excellence
- Community and Friendship
- Health and Wellbeing
- Employment and Enterprise

As an inclusive school, we seek to provide students of determination the same opportunities as all students to reach their full potential academically, socially, and emotionally by providing the right support at the right time. As such, we seek to achieve both the WSD vision (listed below) and the wider corporate GEMS vision.

At WSD, our strategies for inclusion will incorporate the competency framework of the WSD 7Cs as we strive for educational excellence, developing connections, supporting health and wellbeing and supporting the development of employment and enterprise opportunities.

GEMS Winchester School Dubai Vision & Values

The vision at GEMS Winchester School Dubai is:

'To nurture a highly competent, successful learning community, built on the values of tolerance, respect and responsibility which ensure readiness for life in a future global society'.

At WSD, we value **tolerance**, **respect** and **responsibility**.

Our Mission

To help meet our vision and values, the learning community at WSD follows the competency framework of the 7Cs curriculum:

- **Curiosity** - Learners are able to engage in and take responsibility for their learning. They actively seek answers to the bigger questions of 'how' and 'why' to quench their thirst for knowledge. Enquiry skills are a strength and learners are able to complete independent research both with and without the use of technology.
- **Creativity** - Learners are able to break away from convention as they explore ideas attributed to their unique way of thinking. All are innovative and resourceful in their approach and are not afraid to take calculated risks. They are able to think outside the box, whilst still maintaining any design brief.
- **Consciousness** - Learners are able to demonstrate strong social awareness and possess the ability to make moral judgements that inform decision making. The learning community are culturally aware and emotionally intelligent, showing appreciation and tolerance of the views of others, even when they differ from their own.

- **Collaboration** - Learners are able to effectively work with others, whether in pairs or as part of a larger team. They collaborate in a positive respectful manner that results in productive outcomes.
- **Critical Thinking** - Learners are able to apply classroom-based learning to real world context and make connections across areas of learning. They analyse results to form sound judgements, as well as evaluate their work in order to identify possible improvements. Plans to achieve their goals are well thought out.
- **Communication** - Learners are able to communicate effectively with peers and the community alike. They use a wide range of interactive learning strategies, including roleplay, peer teaching and presentations. In addition to being able to clearly express themselves, explain their work and articulate their ideas, all learners are also active listeners.
- **Confidence** - Learners are able to take risks in their learning while maintaining firm belief in their ability. They grasp opportunities to make decisions, take responsibility and lead wherever possible. The learning community thrives on challenge and has the mindset to keep going, even when it is tough.

2. Legislation and Guidance

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Abu Dhabi Economic Vision 2030.
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Project for Inclusion for People of Determination.
- Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).
- 'My Community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- The Ministry of Education Strategic Plan 2017-2021.
- The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

3. Definitions

'Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning.

Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community' (Dubai Inclusive Education Policy Framework, 2017, p.10).

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

- EAL - English as an Additional Language students (EAL students) refer to learners whose first language is not English. They are unlikely to need additional support outside of the classroom.
- ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language).
- Gifted and/or Talented- Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the school's procedures.
- SEND - Special Educational Needs and/or Disabilities (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD).

The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'. A student requires special education provision if they have a needs arising from the impact of a disability or recognised disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a 'physical, neurological, or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

4. Roles and Responsibilities

4.1 The Inclusion Governor

The Inclusion Governor is Mrs. Claire McIntyre.

They will:

- Help to raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this
- Work with the Principal and the Senior Director of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school

4.2 The Principal

The Principal is Mr. Matthew Lecuyer. They will:

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school
- Have overall responsibility for the provision and progress of Students of Determination and those with SEND

4.3 Senior Director of Inclusion

The Senior Director of Inclusion is Ms. Julie Carol Shaffer. They will:

- Work with the Principal and Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies supporting students with SEND
- Ensure the school keeps the records of all students with SEND up to date
- Implement and maintain Individual Education Plans (IEPs) for students with SEND

4.4 Director of Inclusion for Primary/Secondary

- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND in the Primary Department
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies supporting students with SEND
- Ensure the school keeps the records of all students with SEND up to date
- Implement and maintain Individual Education Plans (IEPs) for students with SEND

4.5 Deputy SENCO of Inclusion for Primary/Secondary

- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND in the Primary Department
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise staff on the graduated approach to providing SEND support
- Support the Director of Inclusion in their duties
- Implement and maintain Individual Education Plans (IEPs) for students with SEND

4.6 Support or Specialist Teachers

The School Support of Specialist Teachers will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate
- Keep up to date records of all students with SEND on their caseload
- Implement Individual Education Plans (IEPs) strategies for students with SEND

The WSD Support of Specialist Teachers are:

Position	Name	Position	Name
Director of Inclusion for Primary	Ms. Shahida Khan	SEND Teacher (Secondary)	Mr. Khulisani Ncube
Deputy SENCO for Primary (Years 3 & 4)	Ms. Aisha Kadri	Arabic A SEND Teacher (Primary)	Ms. Yasmin Fares
SEND Teacher (FS 1 – Year 1)	Ms. Anne Macafe	Head of EAL	Ms. Maria Montes
SEND Teacher (Year 1 - 3)	Ms. Sajila Saleem	EAL Teacher	Ms. Carolyn Almira
SEND Teacher (Years 5 & 6)	Ms. Maria Teresa Parcon Dagooc	EAL Teacher	Ms. Drisya Suresh
SEND Teacher (Years 5 & 6)	Ms. June Maglasasang	EAL Teacher	Ms. Anjana Sulochanakurup
Director of Inclusion for Secondary	Ms. Tina Marshall	LSA	Ms. Seher Almas
Deputy SENCO for Secondary (Secondary)	Mr. Toh Terence Nkam	LSA	Ms. Shamna Muneer
SEND Teacher (Secondary)	Ms. Tazgi Zaif	LSA	Ms. Nerisa Aquino

<u>4.7 Teachers</u>

Each Teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Senior Director of Inclusion to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion Policy

5. SEND Information

5.1 Types of SEND Provided For

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy

5.2 Identifying Students with SEND and Assessing their Needs

WSD has a rigorous identification process which utilises formal assessment data, teacher referrals, parent referrals, admissions assessments, observations and informal assessments:

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs (refer to 5.1).

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether SEND provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and Involving Students and Parents

We will have an early discussion with the student and their parents when identifying whether they need SEN provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- The parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

An annual IEP for secondary pupils and termly IEP for primary pupils will be developed with input and agreement from parents, staff and students where appropriate.

5.4 Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The teacher will work with the Inclusion Staff to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting Students Moving Between Education Settings and Preparing for Adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be adjusted for individual students through a graduated approach.

We will also provide the following interventions:

Level 1: Quality first Teaching

This level describes the support that is available to all students, including those with and without SEND. Within the Graduated Approach, at the first level, needs are met through High-Quality Teaching or Quality First Teaching.

Support for students at level one is tailored to the needs of the individual student. This is seen as adjusting teaching and learning. This is provided by the class teacher and some examples could be: the use of reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support.

Most students with SEND will have their needs met through additional support within the classroom environment provided by the class teacher. Students at level one may include those who require exam access arrangement modifications of context sheets for particular students.

Level 2: Targeted Services of Support

This level describes the support that is available in addition to the support at Level 1 and goes beyond the usual adjusted curriculum. Students at this level require personalised support and/or curriculum adjustments that are specific and time-limited. These can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support services. Most students accessing this level may require enhanced support through an Individual Education Plan.

Level 3: Individualised Services of Support

This level describes the support that is available in addition to the support at Level 2 and involves individualised and specialised provision. Students at this level require individualised and specialised provision, which is 'additional to' and 'different from' that provided to most other students. This may include full-time support by a learning support assistant and or long-term programmes of support. It is expected that only a few students will require access to level 3 support services.

5.7 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all students' needs are met:

- Adjusting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional Support for Learning

We have 15 specialist teachers who are trained to deliver interventions such as academic interventions, study skills, executive function training, social skills development, fine motor skill support, and by teaching English as an additional language. We also have three school counsellors who support with the development of positive behavioural and emotional skills.

Teaching assistants will support students in small groups when students struggle to attend in whole group lessons, require greater scaffolding in the instructions and the task, require additional support to successfully access the lesson, and when it will benefit the students of various levels to work in small groups providing peer mentors.

5.9 Expertise and Training of Staff

Our Senior Director of Inclusion has eight years of experience in this role and has worked as a special education teacher, Head of primary, Head of department and Head of school with 17 years of experience in education. She has a degree in Psychology and Education. She is a highly qualified Inclusion specialist, secondary English Teacher and Primary Teacher licensed by the State of Arizona in the United States of America.

They are allocated 40 hours a week to manage SEN provision.

We have a team of eleven specialist teachers, and a team of 39 teaching assistants, including three LSAs who are trained to deliver SEND provision.

Staff have been trained in identifying students for:

- Inclusion Referral Process
- Understanding Various Disabilities
- Neurodiverse Student Strategies
- Dyslexia
- Standard Intervention Strategies
- Quality First Teaching (two Modules Provided by the GEMS Corporate office)
- Competency Framework of the WSD 7Cs Curriculum
- Evaluating Data to Drive Identification

5.10 Securing SEND Support, Equipment and Facilities

Additional staff, facilities, and equipment are obtained through a request process in which the Sr. Director and Director of Inclusion submit a detailed request to the Executive Leadership Team.

Upon approval, funding is allocated and where applicable approved vendors are sought and quotes are obtained by the Manager of School Operations (Mr. Andrew Rodrigues). The MSO then arranges the funding with corporate accounting and any necessary equipment or facility modifications are contracted.

In the event that additional support is required for students in the form of a Learning Support Assistant (LSA), the Inclusion Staff will support parents in finding, interviewing and collecting the necessary paperwork to employ suitable candidates. The parents are responsible for funding all aspects of this support. However, the school does offer a 20% discount on school transportation for parent-funded LSAs. The school does employ three school LSAs who are contracted by parents to support their children. The calculated parent cost is equal to the cost of employing the LSA and is not a profit-generating endeavour.

5.11 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND by:

- Completing an Inclusive Education Improvement Plan
- Reviewing students' individual progress towards their goals at predetermined intervals which are reported termly
- Reviewing the impact of interventions after 3 weeks
- Using student questionnaires
- Monitoring by the Senior Director of Inclusion
- Holding annual reviews for students with IEPs
- Termly IEP progress reporting
- Conducting Learning Walks (and other Monitoring, Evaluation and Review Processes) to ensure outlined provisions are being implemented in classrooms

5.12 Enabling Students with SEND to Engage in Activities Available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) with proper supports put in place to meet the needs.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

In addition, we support students with disabilities in the following ways:

- Students of determination are encouraged to join WSD and provisions are put in place to support these students for a smooth transition by informing staff, adjusting classroom seating providing any indicated adaptations and ensuring parents are supported in providing a quality LSA if indicated.
- The school-wide behaviour policy has a no-tolerance approach to bullying and encourages an inclusive attitude
- Differences are celebrated through Down Syndrome Day (Rock Your Socks)/ADHD Awareness Day/Autism Awareness Day
- Display boards across the school highlight success stories and educate the community about various disabilities.
- Accessibility provisions such as an elevator, ramps, designated parking, wheelchair accessible toilets

5.13 Support for English Language Learners

At WSD, we use a graduated approach to support for students who are English Language Learners (ELL). These are as follows:

- EAL 1 – no need for support, can perform in the class independently, no English barrier to access the National Curriculum but opted to register to EAL programme for enrichment lessons.
- EAL 2 – students need Quality First Teaching (QFT) to access the National Curriculum, QFT strategies are provided in the class by the class/subject teachers who support them well and DO NOT require EAL support but opted to register to EAL programme for enrichment lessons.
- ELL 1 – not able to access National Curriculum and while class/subject teachers provide learning strategies in the class, students need support with English skills (Reading, Writing, Listening and Speaking) as students are beginning to grasp English and are registered to EAL programme.
- ELL 1N – not able to access National Curriculum and while class/subject teachers provide learning strategies in the class, students need support with English skills (Reading, Writing, Listening and Speaking) as students are beginning to grasp English and are NOT registered to EAL programme
- ELL 2 – not able to access National Curriculum and while class/subject teachers provide learning strategies in the class, students need support with English skills (Reading, Writing, Listening and Speaking) as students have no or minimal background of English and are registered to EAL programme.
- ELL 2N – not able to access National Curriculum and while class/subject teachers provide learning strategies in the class, students need support with English skills (Reading, Writing, Listening and Speaking) as students have no or minimal background of English and are NOT registered to EAL programme.

The approach to identification, support and monitoring ELL students is outlined in the table below:

Referral and Identification		Support		Monitoring
Students are referred to by the admission team, teachers and parents.	EAL teachers conduct EAL entry assessments using Cambridge English assessment and make recommendations for EAL support.	Development of EAL targets/ Individual Learning Plans by EAL teachers, class or subject teachers and parents.	Implementing of EAL support through pull-out sessions, in-class support, and providing strategies to teachers and parents.	Termly monitoring of EAL students' progress and making recommendations of next steps or to exit EAL support.

5.14 Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of ECA activities to promote teamwork/building friendships
- Small group counselling and learning sessions focusing on social and emotional development are provided to students with indicated needs

At WSD, we have a zero-tolerance approach to bullying.

5.15 Working with Other Agencies

WSD utilises support from outside agencies to better support families and improve outcomes for students. For example, as appropriate we engage with:

- Outside service providers (OT, Speech, PT, ABA therapists, etc.) for students are encouraged to observe lessons, provide strategies, and conduct sessions at the school
- Inclusion teachers have regular communication with outside providers to ensure consistent and effective intervention
- Medical professionals provide information and action plans to the school clinic as indicated by student need which is then shared with the relevant staff members.

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Senior Director of Inclusion in the first instance. In the event that a resolution cannot be found, the next step would be to address the concerns to the inclusion line manager, Mr. Dan Roberts (Vice Principal) or Mr. Matt Lecuyer (Principal & CEO). They will then be referred to the school's complaints policy.

6.   Monitoring Arrangements

This Inclusion Policy will be reviewed by Julie Shaffer (Senior Director of Inclusion) and Shahida Khan (Director of Inclusion for Primary), in collaboration with the Executive Leadership Team, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Authority Board.

7.   Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policies
- Safeguarding and Child Protection
- Bullying
- Gifted and/or Talented Policy

The United Nations Convention on the Rights of Persons with Disabilities	https://www.un.org/development/desa/disabilities/convention-on- the-rights-of-persons-with-disabilities.html
Federal Law (29) 2006 and 2009	https://www.abudhabi.ae/portal/public/en/citizens/religion-and- community/people-of-determination-le/federal-law-no-29-of-2006- concerning-the-rights-of-people-of-determination Guarantees a person of determination access to equal opportunities of education within all educational institutions
Dubai Law 2014 (no. 2)	https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Pro tection%20of%20the%20Rights%20of%20Persons%20with%20Disab ilities%20in%20th e%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf Concerning Protection of the rights of persons of determination in the Emirate of Dubai
Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai	https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/E xecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInt heEmirateOfDubai.pdf Regulations for Private Schools in Dubai: Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools; Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities; Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force; Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities; Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect
The National Project for Inclusion for People of Determination (2008)	https://www.abudhabi.ae/portal/public/en/homepage/religion- and-community/people-of-determination-le/the-national-project- for-inclusion-of-people-of-determination
UAE School for All: General rules for the provision of special education programmes a nd services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrul esEn.pdf

My Community: A City for Everyone Initiative (2013)	https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/ myCommunity.aspx Aims to turn Dubai into a fully inclusive and friendly city for People of Determination
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	https://government.ae/information-and- services/education/education-for-people-with-special-needs
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and- awards/federal-governments-strategies-and-plans/the-national- policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	https://www.khda.gov.ae/cms/webparts/texteditor/documen ts/Education_Policy_E n.pdf Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.
The Dubai Universal Design Code (2017, Accessibility Code)	https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards /Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb% 202017 .pdf Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	http://dbkschool.net/wp- content/uploads/%D9%83%D8%AA%D9%8A%D8 %A8- %D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A 9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and- awards/federal-governments-strategies-and-plans/ministry-of- education-strategic-plan-2017-2021
The Dubai Plan 2021	https://www.dubaiplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection
UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-bin-rashid- launches-five-decade-government-plan-uae-centennial-2071

9. Appendix B – Admission Process for Students with SEND or EAL Needs

The process for enrolling a student who at first assessment appears to have SEND or EAL needs is as follows:

- A student can be identified at assessment by either an Assistant Principal or someone from the Admissions' dept.
- This identification triggers the blue-coloured 'SEND/EAL Conditional Offers Tracking List'.
- The assessment and SEND/EAL Conditional Offers Tracking List will be passed to the Inclusion Department. Inclusion will meet the student face-to-face and assess whether he/she requires additional support. If support is required, the Inclusion Department will identify on the SEND/EAL Conditional Offers Tracking List which paperwork is required from the parent in order for the child to be admitted to the school.
- Following this assessment, as checklist update, the Inclusion Dept. will contact Admissions and inform them of the necessary actions and paperwork; the file (which includes the original academic assessment paper and the SEND/EAL Conditional Offers Tracking List) will be returned to Admissions to form the student's file.
- Based on the final approval from the respective Key Stage Assistant Principals, admissions will send an email to the parent stating that WSD will enrol the student on condition of all the paperwork – including the paperwork requested by the Inclusion Dept. in the SEND/EAL Conditional Offers Tracking List – is shared with the school; this mail will outline exactly what paper work is required.
- Once all the necessary paperwork has been collated by the school, Admissions will inform the Inclusion Department that it is complete.
- The Inclusion Department will review the paperwork that has been collated and confirm with Admissions that it is all correct and in possession.
- Only once the go-ahead has been received from Inclusion Department., keeping the Assistant Principals in the loop, can a confirmed offer be sent to the family and the student enrolled.

Please note: Should a student be admitted based on a previous-school report and, subsequently, be found to have SEND or EAL needs, the Inclusion Department will inform the Admissions Department regarding this so that the student's records can be updated.

10. Appendix C – Data Protection Policy

As a British school, the WSD Inclusion department acts in compliance with the UK Data Protection Act 2018, which controls how your personal information is used by schools.

The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). Everyone responsible for using personal data has to follow strict rules called 'data protection principles'. They must make sure the information is:

- Used fairly, lawfully and transparently
- Used for specified, explicit purposes
- Used in a way that is adequate, relevant and limited to only what is necessary
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary
- Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

The WSD Inclusion Department will follow this guidance, as well as all laws of the United Arab Emirates.