

INCLUSION POLICY

POLICY FOR	Inclusion
PERSON RESPONSIBLE	Head of Inclusion
REVIEW DATE	June 2025
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	June 2025
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2026
RELATED POLICIES	Rewards and Sanctions Policy, Well-Being Policy, Anti-bullying Policy, Mental Health Policy

Executive Principal / CEO.....



INCLUSION POLICY

Introduction:

The Westminster school embraces the principle of providing high quality education to all the children who attend the school. The school welcomes students of determination and gives them access to appropriate provision, resources and curricular options. "At its heart, inclusive education is a provision that is committed to educating all students, including students identified or at-risk of 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.

TWS is committed to inclusion. The school **fosters** a sense of community and belonging and offers new opportunities to learners who may have experienced difficulties or **are** at risk of experiencing SEND. The special educational needs of all children **are** met, where appropriate, in mainstream settings, otherwise in a withdrawal setting.

TWS responds to learners in ways which take account of their varied life experiences and needs. The school believes that inclusive education is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

TWS pays particular attention to the provision for and the achievement of different groups of learners:

- English language learners (ELL)
- Learners with 'additional needs'
- Those who are 'Gifted and Talented.' (G& T)

Where appropriate, the views of the child should be sought and taken into account.

Parents have a vital role to play in supporting their child's education. At TWS, we ensure that parents are involved in regular follow-up with the school regarding the identified needs of the students and the progress they are making.

Declaration of Policy:

This policy will help teachers to improve the Students of Determination (SOD) during their course of education in Westminster School, Dubai by providing right support through accommodation and modification in the teaching and learning process, so that, they can successfully participate and be engaged in the school curriculum, activities and programmes.

Goals:

This policy describes the way TWS meets the needs of the students identified or at-risk, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or social, emotional and mental health, or may relate to factors in their



environment, including the learning environment they experience at the school specifically to:

- Continually to identify additional needs of students as early as possible, monitor their progress, and to provide support, while maintaining the balance of the mainstream class.
- Facilitate access to the curriculum through differentiated planning by class teachers and Inclusion team as appropriate.
- Provide specific input that matches individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those students recorded as having additional needs.
- Promote positive receptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parent/carers.
- Enable students to move on from the support as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of post- 16 school life and learning.
- Form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported.
- Give the students a voice in planning and in decisions that affect them.
- Have an open-door policy with the support of staff and parents.
- Make information on additional needs available to staff and parents.
- Sign post support for student with additional learning needs through external agencies.

Definition of Terms:

Students of Determination are different from most of the students. Their needs arise from the impact of disability; therefore, the students require specialist support, specific curriculum modification and accommodation to ensure progress.

To implement the policy effectively, the following terms are defined:

- **Inclusive Education** refers to access, support for learning and equal opportunities given for all students, whatever their age, gender, ethnicity, attainment and background.
- **Disability** refers to a long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.
- **Specialist Support** refers to an expert advice or support provided by a professional to meet a student's needs eg. Psychologist, physiotherapist, speech and language therapist.
- **Inclusion Champion** leads cultural transformation in order to achieve fully inclusive provision.



- **Inclusion Support Team (IST)** a group formed to develop, implement and monitor the impact of strategic inclusive education plan.
- **Students of Determination (SoD)** as stated in Dubai Inclusive Education Policy Framework (DIEP 2017),

“A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers.”

According to the Dubai School Inspection Bureau (DSIB) Framework revised categorization Framework for Students of Determination (2019), the four main categories of Disability and Barriers to learning:

Common Barriers to	Categories of Disability Learning
Cognition and Learning	1. Intellectual Disability 2. Specific Learning Disorders 3. Multiple Disabilities 4. Developmental Delay (Younger than 5 years)
Communication and Interaction	5. Communication Disorders 6. Autism Spectrum Disorders
Social, Emotional and Mental health	7. Attention Deficit Hyper Activity Disorder 8. Psycho-emotional Disorders
Physical, Sensory and Medical	9. Sensory Impairment 10. Deaf-Blind disability 11. Physical Disability 12. Chronic or Acute Medical Conditions

Responsibilities of School:

- Establish Inclusion Support Team (IST) to monitor the educational progress of students with additional needs.
- Ensure the school's effective policy and procedures are monitored.
- Make sure the staff are familiar with, understand and address their obligations under this policy, and other relevant legislation like UAE Federal Law on Students with Special Educational Needs and Disability.
- Conduct capacity building activities for the members of the Inclusion Support Team and teachers.
- Create and maintain a supportive inclusive school environment for students.
- Involve parental support in the educational process.

- Ensure that the rights of children are respected and upheld in all matters and procedures affecting their welfare.
- Coordinate with appropriate government departments and other support agencies for appropriate intervention, if deemed necessary.
- Ensure the school has a friendly IST
- Guarantee that assessments and individual plans/IEPs are being done properly by the multi-disciplinary team.
- Implement early intervention to newly admitted students identified at-risk of experiencing SEND during the interview through classroom support, observation, monitoring and regular feedback to parents for a month. If they didn't make any progress, policy on student's identification will be applied.
- Identified students vulnerable or at-risk to experience mental health issues are supported through classroom accommodation, counseling session, coordination with parents and referral to community-based centre if deemed necessary.

Inclusion Support Team (IST):

- Inclusion Governor
- Executive Leadership Team
- Inclusion Champion
- Head of Inclusion
- Student Counsellor
- Learning Support Teacher
- Learning Support Assistant
- SEND Year Leaders
- Teachers
- Parent Representative
- Student Representative

Responsibilities of Inclusion Support Team (IST):

1. Establish a system for identifying Students of Determination (SOdD).
2. Monitors the implementation of procedures in providing the necessary support for the students.
3. Ensures that students' rights are heard, respected and upheld in all matters and procedures affecting their welfare.
4. Ensures that teachers and staff are aware of the school's IST.
5. Maintains the portfolio of Students of Determination (SOdD) for documentations.
6. Keeps the records and information's' gathered with utmost confidentiality.
7. Regular follow-up on student progress.
8. Gives feedback on the status/performance of the students to parents; and
9. Develops, implements and monitors the impact of the strategic inclusive education



improvement plan.

Responsibilities of Inclusion Support Team Members:

In line with the Dubai Inclusive Education Policy Framework, all members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos. TWS works together with others to promote inclusion for all students.

Inclusion Governor

- Holds the school leaders to account for the improvements of provision and outcomes for student of determination.
- Familiar with the inclusion policy and practice.
- Are advocates for the inclusion policy and practice.

Executive Leadership Team

- Responsible for making the school truly inclusive.
- Ensure that the principles of inclusion are applied to all activities in which students are engaged in school or on educational visits.
- Provide training to educators at all levels to increase their awareness about SEND and enable them to support these students.
- Ensure that students with SEND have access to appropriately qualified and experienced staff.

Inclusion Champion

- Promotes inclusive ideas and modeling approaches that support the development of inclusive attitudes and methods.
- Provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

Head of Inclusion

- Takes the leading role in coordinating support and provision, to all students of determination and their families.
- Together with the Admission Team the Head of Inclusion coordinates with previous schools, organizes appropriate support and ensures a smooth transition for students with SEND.
- In partnership with the school's Senior Leadership Team, the Head of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school, supported by the Inclusion Department and assigns learning support assistants to individual/ group of students who experience SEND.



Student Counsellor

- Provide academic, social, emotional and mental health support across the school for all students.
- Establish proactive guidelines and procedures to deal with bullying, mental health and wellbeing of students.
- Initiate effort and energy beyond the typical workday, where the task requires additional commitment.

Learning Support Teacher

- Collaborate with classroom teachers and other educational staff to support the education of students who experience SEND (Dubai Inclusive Education Policy (DIEP p. 24).
- Work with individual students or groups of students during pull-out lessons and provides intervention to support students' learning and promote their well-being.

Learning Support Assistant

- Support the SOfDs and will participate in targeted training, mentoring and monitoring.
- Work in partnership with classroom teacher to ensure the SOfDs are successfully included in the classroom environment alongside their peers. (Push-in lessons)
- Collaborate with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.

SEND Year Leaders

- Responsible for the leadership and development in each of their specialised year level.
- Provide support and guidance to the specific year group teachers to design personalised SMART Plans Individual Education Plan (IEP) Passport, Individual Accommodation Plan (IAP), Advance Learning Plan (ALP)
- Review with evidence the progress made by the SEND students in their year groups.
- Collaborate with inclusion team to create opportunities that ensure meaningful participation in the learning environment through support lesson.
- Maintain records of students for documentation.

Teachers

- Responsible for managing and creating an inclusive classroom environment.
- Tailor workable classroom management plan that best suit with diverse students.
- Modify teaching strategies, materials and evaluation methods as necessary to the needs of students according to the Passport, IEP, IAP and ALP.
- Identify barriers to learning and communicate through the referral process.
- Responsible for removing barriers to learning.
- Participate in the preparation and implementation individual education plans and set



targets to specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, classroom support plans in line with the expectations as set out in the Dubai Inclusive Education Policy Framework (p. 28, 29) DIEP

- Provide students with learning opportunities that allow students of determination to access subjects taught, encounter appropriate challenge and promote progress.
- Collaborate effectively with Parents/Carers and inform them of any additional or different provision being made for their child and to strengthen home-school partnership.
- Take the lead role in monitoring the attainment, learning, behaviour and well-being of all students in their class.
- Establish equal opportunities for all students and establish learning environments that encourage and support the active involvement and inclusion of every student thereby promote the wholesome development of all students.
- Engage in professional development to enhance knowledge and skills in the field of special education.

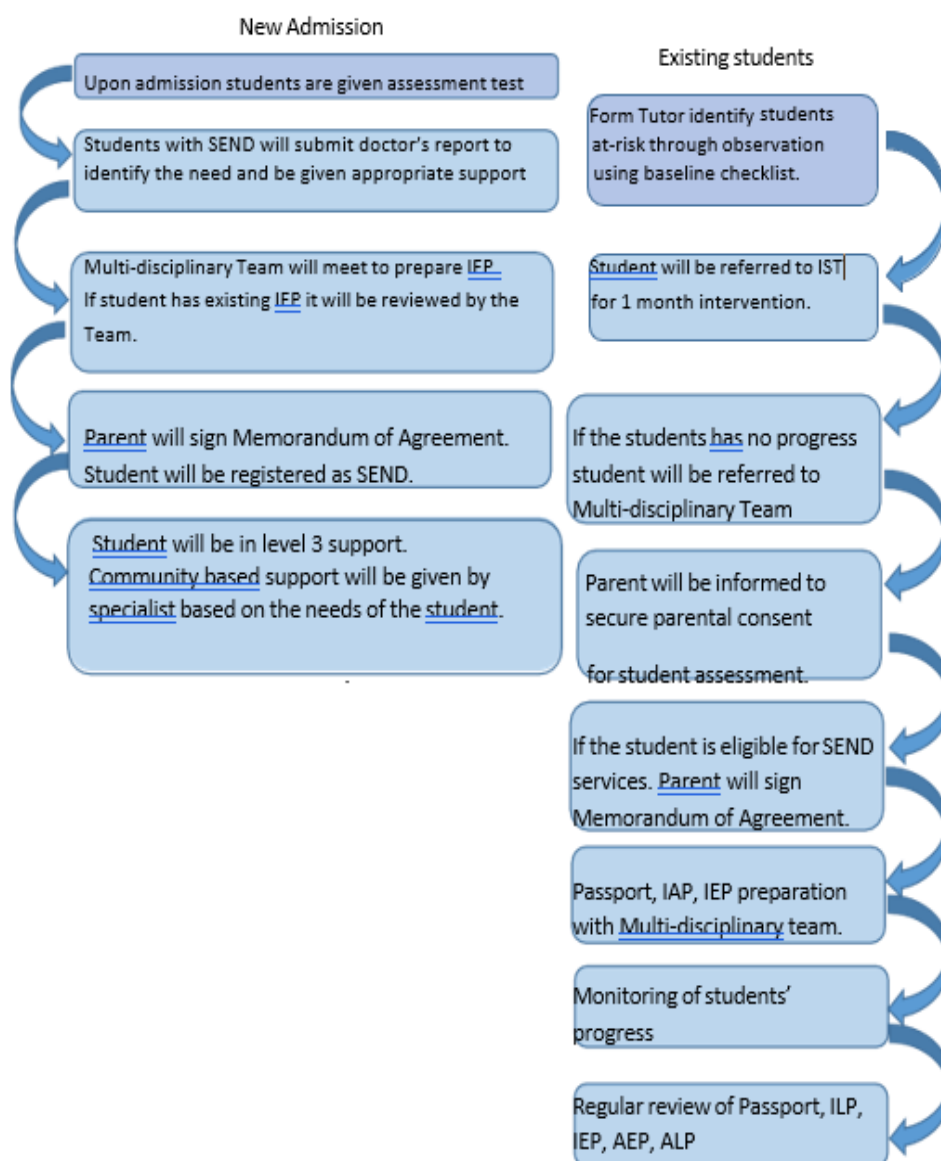
Parents

- Required to attend meetings or assessments related to the education of their children with the need to focus on their involvement in the decision-making process.
- Effective communication and correspondence with school administration with respect to their child and accept their role in the implementation of educational plans.
- Be honest and open in giving any information relating to the student (such as matters related to academics, behaviour and health or psychology, etc.) to the IST.
- Meet deadlines as specified with regards to registration, evaluation, submitting progress reports and other documents needed from time to time and attending meetings as need arises.
- Acceptance of the behaviour and academic capacity of the students and not setting expectations which are not commensurate with their abilities.
- Communicate with the school in the event of any emergency or to inquire about their child.



Students

- The Students of Determination are obliged to follow the program prepared for their according to their educational plan to demonstrate their interest in their educational progress.
- Identification Process:



TWS recognises the importance of identification as early as possible, followed by intervention for any child who may have Special Educational Needs and Disabilities.

All school staff, regardless of grade or section, have a responsibility to identify those who may have particular learning needs. TWS graduated approach to SEND identification and provision is detailed on TWS inclusion flow chart.

Admission Formalities:

The Westminster School, is in line with Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of individuals with Special Educational Needs and Disabilities. For this reason, TWS ensure that,

- Students are not refused admission based only on their experience of SEND.
- All applicants have the right to sit admission assessment tests.
- All applicants are fairly assessed.
- Collaboration between parents and previous schools to ensure a successful transition.
- Provisions will be made to ensure barriers are reduced or removed during the assessment for applicants experiencing SEND. Access arrangements will be made based on the student's usual way of working.
- Students who experience SEND will receive sibling priority subject to availability of spaces.
- Students who experience or at-risk with SEND will be provided with appropriate levels of support, accommodations and curricular modifications in order to access the same educational opportunities as their peers.

The Admissions Team will seek the support and advice of the Inclusion Support Team to conduct assessments and determine educational needs for new joiners experiencing SEND. The Inclusion Support Team (IST) will use the information gained from learning difficulty diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

Inclusive Provision:

The Inclusion Department works across the whole school to promote inclusion for all students through:

- Literacy and Numeracy Interventions (Pull-out support)
- Behaviour Management sessions (ABA Therapy)
- Individual and group sessions (Counselling session)
- Learning Support Assistants (Push-in support)
- Gifted and Talented (please see Gifted and Talented Policy)



3 Tier Level Model of Support for Students with SEND:

Level 1 – classroom teacher responds to a child’s learning needs. The child is closely monitored and work is differentiated within the class. This could include a Learning support Assistant (LSA) working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children’s personal classroom targets; Passport document is prepared detailing the student needs and plan of action to support.

Level 2 – any child needing additional support, the child would have an individual educational plan or behaviour management plan based on the category of need and this provision goes beyond the “normal” classroom. This may also possibly involve withdrawal in small groups to support literacy and/or mathematics with the Learning Support Teacher or counselling sessions with the Student Counselor.

Level 3 – any child needing additional support/assessment from external agency specialists such as speech therapists, occupational therapists or psychologists and/or any child who requires a one-to-one Learning Support Assistant in order to access the curriculum. The child would have an individual education plan or behaviour management plan based on the category of need. There may be withdrawal from lessons for specialist therapist support on a one to one or small group basis.

Referral:

In line with the Dubai Inclusive Education Policy Framework, close partnerships with special centers have been developed to ensure access to inclusive education for students with determination.

Reference:

Dubai Inclusive Education Policy Framework

Monitoring and review:

Inclusion Support Team will monitor and evaluate the effectiveness of Inclusion Policy alongside with Gifted and Talented Policy annually. In case new legislation from UAE government through Ministry of Education and Knowledge Human Development Authority, the policy will be amended in accordance with existing guidelines set by the above mentioned authorities.

