



GEMS Winchester School Dubai



Inclusion Policy: Sparkling GEMS (Whole School)

Person(s) Responsible: Deputy Head Teacher (Children's Services), Primary SENDCO & Secondary SENDCO

Approved by ELT: August 2026

Date of Next Review: August 2027

Contents

1. [Sparkling GEMS Inclusion Vision](#)
2. [Legislation and Guidance](#)
3. [Definitions](#)
4. [Roles and Responsibilities](#)
5. [SEND Information](#)
6. [Monitoring Arrangements](#)
7. [Links with Other Policies and Documents](#)
8. [Appendix A – Guidance and Legislation](#)
9. [Appendix B – Admission Process for Students with SEND or ELL Needs](#)
10. [Appendix C – Data Protection](#)

1. Sparkling GEMS Inclusion Vision

At GEMS Winchester School Dubai (WSD), it is our vision that every student is seen, heard, supported, and challenged to achieve their personal best, regardless of their starting point.

At WSD, we believe that inclusion is the key to unlocking potential, belonging, and opportunity. Sparkling GEMS brings this vision to life by creating a world-class culture of inclusion in every school, ensuring that every learner, whatever their starting point, feels valued, supported, and empowered to succeed. With high expectations and ambitious futures, we know that every student can learn.

Grounded in the principles of equity, access, and belonging, Sparkling GEMS combines a universal offer, ensuring inclusive practices and high expectations for every student, with targeted support that removes barriers, celebrates diversity, and enables meaningful participation. It establishes a culture where inclusion is lived, not just spoken about, seamlessly woven into the heart of school life, so that every student, family, and community is recognised and celebrated.

Sparkling GEMS is underpinned by 8 key priorities:

1. **Equity and Access:** Every learner has the right to participate, achieve, and belong, supported by accessible systems and adaptive curricula.
2. **Evidence-Based Identification:** Inclusion decisions are informed by robust, data-driven, and multi-source evidence.
3. **Personalised Learning:** Individualised plans and interventions enable progress and achievement tailored to each learner's needs and potential.
4. **Community and Wellbeing:** Schools cultivate a culture of belonging that prioritises social, emotional, and mental wellbeing for all.
5. **Professional Development:** Staff engage in continuous, targeted professional learning to enhance inclusive pedagogy and leadership.
6. **Leadership and Advocacy:** School leaders champion inclusion through vision, strategy, and resource allocation.
7. **Collaboration and Networking:** Partnerships within and beyond GEMS Education schools promote innovation and shared expertise.
8. **Continuous Improvement:** Practices are regularly monitored, evaluated, and refined to ensure sustained impact and innovation.

Sparkling GEMS is more than a programme, it is a shared commitment. By working together, we ensure that every learner not only has a place, but truly belongs; not only accesses learning, but thrives within it. We aim to give every child the confidence to embrace their uniqueness, realise their potential, and write their own future, one sparkle at a time.

[Click here to return to the Contents page](#)

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)

[Click here to return to the Contents page](#)

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:

- 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).
- ELL - English as an Additional Language students are students with a language other than English that is spoken at home or they regularly use or are exposed to a language other than English at home. Their level of English proficiency may be high, developing or at an early stage.
- ELL - English Language Learners are students who are not yet able to fully access the curriculum because their English language proficiency — whether in listening, speaking, reading, or writing — is still developing. They receive targeted language support. This language support is *temporary* and once a student's proficiency reaches the point where they can access the curriculum independently, they exit the ELL programme.
- 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.

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.

[Click here to return to the Contents page](#)

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 Inclusion Leaders to determine the strategic development of the Inclusion Policy and provision in the school

4.2 The Executive Principal/CEO

The Principal is Mr. Matthew Lecuyer. They will:

- Work with the Primary SENDCO & Secondary SENDCO 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 Deputy Head of Child Services

The Deputy Head of Child Services is Ms. Joanne Bell. They will:

- Work with the Primary SENDCO & Secondary SENDCO and Inclusion Governor to determine the strategic development of the Inclusion Policy and provision within the school
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the executive leadership team on this
- Support the development of consistent inclusion policies and procedures across the school

4.4 Friends of Winchester Inclusion Representative

The Inclusion Representative for the community group, Friends of Winchester, is Ms. Rosanna Garcia. They will:

- Help to educate the community about Inclusion and the associated concerns
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the community
- Work with the Community and Inclusion Leaders as a student and parent advocate for Students of Determination
- Ensure Students of Determination are considered in all WSD related activities

4.5 Primary SENDCO

The Primary SENDCO is Ms. Aisha Kadri. They will:

- Work with the Principal, 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 coordination 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

4.6 SENDCO for Secondary

The Secondary SENDCO is Mehwish Munir. They will:

- 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
- Support access arrangements for board exams

4.7 Deputy SENDCO of Inclusion for Primary/Secondary

The Deputy SENDCO(s) will:

- 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 SENDCO in their duties
- Implement and maintain Individual Education Plans (IEPs) for students with SEND
- Support and train learning support assistants
- Fill in for the SENDCO during periods of extended absence (such as maternity leave)

4.8 WSD Inclusion Support Specialist Teachers

The WSD Inclusion Support 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 Inclusion Support Specialist Teachers are:

Position	Name	Position	Name
Primary SENDCO	Ms. Aisha Kadri	Inclusion Teacher (Secondary- Maths)	Mr. Khulisani Ncube
Deputy SENDCO for Primary	Ms. Anne Macafe	Inclusion Teacher (Secondary-Science)	Ms. Rasanath
Inclusion Teacher (FS 1 – Year 1)	Ms. Sajila Saleem	Head of ELL (for Whole School)	Ms. Maria Montes
SEND Teacher (Year 1 – 2)	Ms. Maria Teresa Parcon Dagooc	ELL Teacher	Ms. Carolyn Almira
Inclusion Teacher (Years 3 & 4)	Ms. June Maglasang	ELL Teacher	Ms. Anjana Sulochanakurup
Inclusion Teacher (Years 5 & 6)	Mr. Paul Penaflor	ELL Teacher	Ms. Drisya Suresh
Arabic A Inclusion Teacher (Primary)	Ms. Yasmin Fares	ELL Specialist (FS)	Ms. Nivenka Peiris
Secondary SENDCO	Ms. Mehwish Munir	LSA	Ms. KAKLUMA RUTH
Inclusion Teacher (English)	Mr. Bonifacio jr. Tariga	LSA	Ms. Richelle Viray Ricafrente
Inclusion Teacher (Secondary-SMSH)	Ms. Tazgi Zaif	LSA	Ms. Shamna Muneer

4.9 Teachers

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 SENDCO and Deputy SENDCOs to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion Policy

[Click here to return to the Contents page](#)

5. SEND Information

5.1 Types of SEND Provided For

Our school provides additional and/or differentiated support for a range of Special Educational Needs and Disabilities (SEND), in line with the latest KHDA guidance and classification categories, including both formally identified students of determination and those identified through internal assessment and monitoring processes.

Table 1 outlines formally identified categories of SEND as per KHDA guidelines., while Table 2 outlines additional identified barriers to learning based on school-based observations and assessments.

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	► Mild ► Moderate ► Severe
	1.2 Unspecified	► Mild ► Moderate ► Severe
	1.3 Global Developmental Delay	
	1.4 Neurocognitive Disorders	
2. Communication Disorders	2.1 Language Disorders	► Receptive ► Expressive ► Both receptive and expressive
	2.2 Speech Sounds Disorder	
	2.3 Fluency Disorder	
	2.4 Social Communication Disorder	
	2.5 Unspecified Communication Disorder	
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability	► Level 1 ► Level 2 ► Level 3
	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.

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

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 of Determination. 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 12 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 four school counsellors who support with the development of positive behavioural and emotional skills.

Learning 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

We have a team of 12 specialist teachers, and a team of 39 learning assistants, including 3 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
- 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 Primary SENDCO 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 Primary SENDCO and Secondary SENDCO
- Holding annual or termly reviews for students with IEPs
- Termly IEP progress reporting
- Conducting ongoing quality assurance 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 as an Additional Language and English Language Learners

At WSD, Inclusion students can be referred to the Head of ELL for ELL support upon entry or at any point during their education. In line with our SEN graduated approach, we recognise that there is a continuum of English language learning needs.

Support for Identified as English Language Learners:

- As part of our commitment to inclusive education, children in FS2 who are identified as English Language Learners (ELL) are supported through a bespoke FS2 ELL programme. This early intervention is designed to develop the English language proficiency necessary to access and engage with the FS2 curriculum effectively.
- Students in the Primary and Secondary are identified as ELL through the FlashAcademy English Proficiency assessment. The ELL support is helpful to ensure students are supported appropriately to thrive across all areas of the curriculum.

	Basic User		Independent User		Proficient User
CEFR	A1	A2	B1	B2	C1/C2
FlashAcademy	A	B	C	D	E
	New to English	Early Acquisition	Developing Competencies	Competent	Fluent

These ELL programmes are implemented in collaboration with parents, who are informed that the provision for this additional support involves an associated cost. These fees are calculated to cover the associated expenses and are not income producing.

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.	ELL teachers conduct ELL entry assessments using FlashAcademy English Proficiency Level Assessment and make recommendations for ELL support.	Development of ELL targets/ Individual Learning Plans by ELL teachers, class or subject teachers and parents.	Implementing of ELL support through pull-out sessions, in-class support, and providing strategies to teachers and parents.	Termly monitoring of ELL students' progress and making recommendations of next steps or to exit ELL 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 Inclusion provision

Complaints about SEND provision in our school should be made to (Primary SENDCO) for FS through to Year 6 and to the Secondary SENDCO for Year 7 through Year 13 in the first instance. Complaints about ELL provision should be made to the Head of ELL. If a resolution cannot be found, the next step would be to address the

concerns to the relevant Primary or Secondary Inclusion Line manager (Head of School). The final step would be to refer to the school's complaints policy.

[Click here to return to the Contents page](#)

6. Monitoring Arrangements

This Inclusion Policy will be reviewed by Ms Aisha Kadri (Primary SENDCO), Mehwish Munir (Secondary SENDCO), and Maria Montes (Head of ELL) in collaboration with Ms Charlotte Goode, Head of Primary, Ms Leena Atkines, Head of Secondary and Ms Joanne Bell (Deputy Head of Children's Services) and approved by 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.

[Click here to return to the Contents page](#)

7. Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policies
- Safeguarding and Child Protection
- Anti Bullying – Stand Up, Speak Out
- Gifted and/or Talented Policy
- Intimate Care Policy
- Multilingualism Policy
- Health and Safety Policy
- Learning & Teaching Policy
- Medical Policy

[Click here to return to the Contents page](#)

8. Appendix A – Guidance and legislation

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%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%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/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.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 and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.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/documents/Education_Policy_En.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%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%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.dubaipplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, hELLth & rehabilitation, employment, universal accessibility and social protection
UAE Centennial 2071 project	https://uacabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071

[Click here to return to the Contents page](#)

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

The process for enrolling a student who at first assessment appears to have SEND or ELL 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/ELL Conditional Offers Tracking List'.
- The assessment and SEND/ELL 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/ELL 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/ELL 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/ELL 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 ELL needs, the Inclusion Department will inform the Admissions Department regarding this so that the student's records can be updated.

[Click here to return to the Contents page](#)

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.

[Click here to return to the Contents page](#)