



Durham School Dubai

Confidence for Life

Inclusion Policy

Ethos for Inclusion:

Durham School Dubai, is rooted in the belief that every individual, regardless of ability, background, or difference, has an inherent right to be respected, valued, and given equal opportunities to participate fully in all aspects of life. At Durham, Inclusion is about fostering a compassionate, collaborative, and flexible environment wherein all the stakeholders work as a team to break down barriers, promote well-being, and ensure every pupil feels valued, progresses academically and develops holistically to succeed in life.

"Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, "To protect the rights of people with disabilities in the emirate of Dubai".

Dubai Inclusive Education Policy Framework (2017)

Durham School Dubai strives to deliver high-quality education that meets international standards. Our goal is to achieve excellence through effective management, exceptional teaching, and comprehensive training, benefiting our students as well as the wider communities of Dubai and the UAE.

We are dedicated to addressing the diverse needs of all pupils and ensuring their progress. We embrace learning diversity and have designed our curriculum to cater to all learners, including those with disabilities, special educational needs, varied cultural backgrounds, and those for whom English is an additional language.

In alignment with the requirements of KHDA's Dubai Inclusive Education Framework (2017) and *Implementing Inclusive Education: A Guide for Schools* (2019), Durham School is committed to providing inclusive education that addresses the diverse needs of Dubai's population. Pupils with special educational needs and disabilities are recognized as "Students of Determination," reflecting their strength of character, perseverance, and courage.

"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."

Durham School is dedicated to offering a broad and balanced curriculum grounded in effective whole-school policies and active involvement from the entire school community. All teachers are responsible and accountable for the learning and progress of every pupil in their class, including those with special educational needs. The school's SENDCo, in collaboration with the Assistant Head responsible for Pastoral Care, parents, and teachers, ensures that the best possible support is planned and provided for all the pupils.

The purpose of this Inclusion Policy is to provide practical guidance for teachers, parents and staff on the provision of effective learning support to pupils experiencing special educational needs and disabilities, as well as to fulfil our obligations as per the KHDA and Durham School Dubai expectations.

Key Objectives of our Inclusion Policy :

Durham School Dubai, Inclusion policy focuses on creating an equitable and supportive environment for all pupils. The following are common objectives of an inclusion policy:

1. **Promote Equal Access:** Ensure that all pupils, regardless of ability, background, or learning needs, have equal access to the curriculum, resources, and opportunities within the school.
2. **Foster a Culture of Respect and Acceptance:** Cultivate an environment where diversity is celebrated, and all students feel valued, respected, and included, regardless of their differences.
3. **Comply with Legal and Regulatory Requirements:** Ensure the school adheres to local and international standards, such as KHDA's inclusive education frameworks SEN Code of Practice, UK, to meet the educational needs of all pupils.
4. **Referral Process:** The staff at Durham believes in a proactive approach. They ensure that pupils' challenges are identified at an early stage and promptly addressed by referring them to the SENCo and Assistant Heads. This approach promotes the success and well-being of all learners, ensuring that any barriers to progress are managed effectively and support is provided where needed.
5. **Staff Responsibility:** Ensure that staff members are accountable for the progress and inclusion of every pupil by embedding inclusive practices into their teaching and learning strategies, aiming to support pupils with a comprehensive, holistic approach.

6. **Provide Tailored Support:** Provide support and arrange accommodations for pupils with special educational needs and disabilities (SEND) to help them reach their full potential through a graduated approach.
7. **Promote Collaboration:** Promote collaboration between teachers, parents, support staff, and external professionals to create personalised learning plans that meet the needs of each student.
8. **Ensure Continuous Monitoring and Evaluation:** Regularly assess the effectiveness of inclusive practices, interventions, and support systems to ensure that pupils are making progress and that their needs are being met.
9. **Build Awareness and Capacity:** Provide ongoing training and professional development for staff to raise awareness and enhance their ability to implement inclusive teaching methods.
10. **Engage with the Community:** Involve parents and the wider community in the development and implementation of inclusive practices to foster a positive and well informed community.

Identification and support

Each class consists of pupils with varying abilities, which teachers consider when planning their lessons. Through the 'Assess, Plan, Do, and Review' process, previous decisions and actions are revisited, updated, and refined, resulting in a deeper understanding of each pupil's needs. To facilitate this, Durham School utilises the "Waves of Support" model to identify and assist pupils with learning needs, ensuring that all students receive quality instruction and the necessary support to thrive. The following steps are implemented in this process:

- 1) **Wave 1 - Quality First Teaching:** Quality First Teaching (QFT) refers to the high-quality, inclusive teaching that every pupil receives as part of their everyday learning experience in the classroom. It ensures that lessons are carefully planned, well-structured, and adapted to meet the diverse needs of all students. Through a combination of differentiated instruction, clear explanations, effective questioning, and engaging learning activities, QFT helps to ensure that the majority of pupils, including those with different learning styles or mild difficulties, can access the curriculum, make progress, and achieve their potential without needing additional interventions.
- 2) **Wave 2 - Additional intervention (internal / external):** With Quality First Teaching (QFT), if a pupil is not making appropriate progress, the class teacher will refer the pupil to the SENDCo. An observation is conducted, and the SENDCo then decides the next action steps - either conduct standardised assessments or outline recommendations. Small group interventions are scheduled to support pupils in

working toward their individual targets. A pupil may also receive intervention from an external agency if necessary. Durham School Dubai, firmly believes in supporting pupils with the “Graduated approach - Assess - Plan - Do - Review”, to ensure that most pupils will learn and progress within this framework. It promotes equality of opportunity for all pupils, including those whose overall attainment, or performance in specific subjects, falls significantly outside the expected range, potentially indicating learning challenges. In such cases, SENCO and the relevant team members might conduct standardised assessments and plan interventions/ support accordingly. If needed, specific accommodations or recommendations will be provided to parents and staff to ensure all pupils can benefit from the curriculum and reach their full potential with consistency and transparency.

- 3) **Wave 3 – Intensive Intervention (1:1 support)**: Pupils who do not respond to targeted intervention in Wave 2 are moved to Wave 3. Instructions and interventions are individualised according to learning needs, and may be specific for each pupil. Pupils in Wave 3 generally require 1:1 support and have an ILSA to reach their potential. Through the development of an IEP, withdrawal from lessons and sometimes exemptions from foreign languages, extra literacy and numeracy lessons are necessary to access the curriculum.

Generally, pupils in Wave 3 receive therapy and assessments from external agencies, who sometimes run sessions at school. Following the formal assessment report, the school will draft the Individual Education Plan (IEP) or Student Passport (SP) to tailor the support each pupil requires for their growth and development. All stakeholders work collaboratively towards the established targets, and the document is reviewed termly to assess the pupil's progress and make any necessary adjustments to the support plan.

If the pupil has made the desired progress with interventions and accommodations, the team will collaborate with the parents to determine if any remaining areas of concern exist and plan new targets for the next IEP/ SP. Alternatively, if the pupil shows significant improvement, they may be moved to monitoring status and level of support will be reviewed.

Admissions

Durham School strives to be a fully inclusive school in line with The Executive Council Resolution No. (2) of 2017, which regulates private schools in the Emirate of Dubai. Pupils at Durham, are treated equally, without discrimination based on Special Educational Needs or Disabilities (Article 13:16).

Our Admissions Policy delineates the expectations, procedures, rules, and standards required for enrolling People of Determination (Article 4:14) in alignment with the KHDA's

guidelines on enrollment, admission, and transfer. At Durham, we acknowledge the unique challenges that people of determination may encounter and actively work to identify and reduce barriers to their success. Our early identification process focuses on individual differences that may necessitate additional support. Educational provisions are customised to ensure that all learners feel supported while also being challenged to excel. Our cycle of Assess, Plan, Do, Review facilitates effective support throughout each child's educational journey.

In accordance with The Executive Council Resolution No. (2) of 2017, which regulates private schools in the Emirate of Dubai (Article 13:19), we are committed to providing all resources deemed necessary by the KHDA for People of Determination to participate in educational activities. When a child is identified as needing additional support or has a formal diagnosis, the school admissions team will mark the pupil as having People of Determination (PoD) needs on the KHDA website, following the established protocol.

Pupils with PoD status, have the same rights as all other students and are given 'sibling priority' during the admissions process. Parents are encouraged to share any previous educational concerns in a designated section of the school's admissions form. This information is not meant to serve as a reason for non-admittance, but rather to ensure that qualified staff can provide the necessary accommodations and modifications.

The Referral Process

Early identification and intervention are crucial for minimising barriers that hinder pupils' progress. When standard accommodations do not suffice in enhancing a pupil's academic performance in core skills, as reflected in assessments, or when physical or behavioural functioning raises concerns, it may be appropriate for the teacher to reach out to the SENDCo for a formal referral. Effective communication is vital in this process, and the school will ensure that both parents and pupils are fully engaged and involved throughout.

a. Pupil-referral by teacher/ staff member:

- Complete the appropriate referral form.
- Schedule a classroom observation with the SENDCO.
- Arrange a parent meeting to discuss strategies and next steps.
- Draft the IEP/SP and monitor the targets.
- Schedule small groups or 1:1 intervention support.
- Monitor progress using a collaborative approach and identify the next action steps.

b. Assistant Head Pastoral/SENDCo investigates/gathers information:

- Pupil's past developmental and school history
- Parental support
- Collects samples of pupil's work

- Qualitative and Quantitative data

“Use information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND”

(Dubai Framework for Inclusive Education 2017)

c. Assistant Head Pastoral/SENDCo reviews data and meets with parents to discuss findings. If a learning need is strongly suspected:

- External assessment is recommended.
- ILSA is recommended if necessary.
- The pupil will be added to the Inclusion Provision Map
- An IEP/ SP will be drafted with SMART targets.
- Student support will be identified according to the Wave Model.
- Progress will be monitored and reviewed termly.

Inclusion Register:

The SENDCO acts as the main point of contact and is responsible for keeping an updated register of all pupils. This inclusion register provides staff with access to current information about each student, enabling them to effectively meet individual needs. Pupils are categorised according to the UAE categories of Need specified by the KHDA, and this information is documented in the People of Determination (PoD) register. Psychoeducational reports are securely stored in each student's confidential file, with key strategies from these reports incorporated into the student's Individual Education Plan (IEP) or Pupil Passport, which is accessible to all the relevant staff members teaching the respective pupil. Maintaining pupil confidentiality and data protection at every stage is essential to uphold pupils' rights. Once a pupil is identified through a formal assessment report, they are added to the inclusion register, the admissions team then uploads the pupil's information to the KHDA website in accordance with KHDA guidelines.

Parent Partnerships

At Durham School, we recognise the invaluable role that parents play in their child's educational journey. Your firsthand knowledge and insights are crucial in helping us provide the best possible support. We view parents as key partners in the educational process and encourage open communication. We also encourage regular dialogue with the school to stay informed about your child's progress and ensure they receive the support they need.

- Termly IEP meetings are held to review a pupil's progress and determine the next steps.
- Meeting minutes are documented, and ongoing communication is maintained with the SENDCO and parents through email or telephone conversations.

- Parent information sessions are organised regularly on various topics throughout the year to raise awareness and foster understanding within the community. Parent feedback is gathered at each stage to enhance the services provided and to identify additional support that may benefit the pupils.

External Agencies

When a child requires input from various specialists, a collaborative approach is essential to ensuring their success. At Durham School, we can provide recommendations for external agencies that may be beneficial for the child's specific needs. However, the final decision rests with the family, allowing them to choose the specialists that align best with your child's needs and your preferences.

Meetings that include external specialists will be called if necessary. All IEPs are shared with the student's parents, teachers, Inclusion Team and external specialists. All parties contribute to the creation of the student's personalised targets and their implementation.

Exam Access Arrangements:

Durham School is committed to ensuring all students have equal opportunities to demonstrate their abilities during examinations. In line with this commitment:




- A qualified specialist assessor from an external agency makes exam access recommendations on the pupils formal assessment report.
- Durham team, ensures that the pupil receives the relevant exam access arrangement during assessments.
- Access arrangements are mainly provided for pupils with formal assessment reports.
- Internal or temporary access arrangements are determined at the discretion of the school management team, based on the specific needs of each situation. This ensures that all students receive appropriate support tailored to their individual circumstances while maintaining the integrity of the educational process.
- All access arrangements follow the guidelines set forth by examination boards to ensure compliance and fairness.
- Examples of additional support include extra time, the use of assistive technology, or taking exams in a separate setting, rest breaks, reader or scribe and many more.
- Evidence of the 's 'normal way of working' is recorded and maintained on their individual confidential file to support applications for access arrangements.

Provision for Pupils of Determination

At Durham, fostering an inclusive culture is a shared responsibility among all staff members. We implement policies, procedures, and practices to create a fully inclusive educational environment, utilising diverse assessment strategies and support systems.

Pupils with various special needs, as categorised by KHDA, receive support to address gaps in foundational literacy and numeracy skills. The Assistant Head for Pastoral Care and the SENDCo serve as the school's Inclusion Champions, playing a crucial role in promoting inclusive practices. They model approaches that nurture inclusive attitudes and encourage others to actively participate in this important mission.

This policy will be reviewed in June 2025 and the outcomes of this review will be used to update the Strategic Inclusive Education Improvement Plan.

Principal:	Mr. Mark Atkins	Signature: 
Assistant Head of Pastoral:	Mrs. Jo Tuck	Signature: 
SENDCO:	Mrs. Sweta Sheth	Signature: 
Date: 27 th September 2024.		

APPENDIX 1

UAE Categories of Need and Barriers to Learning

Implementing Inclusive Education: A Guide for Schools, *Creating the capacity for change* (2019) outlines the following framework based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination. Common barriers to learning Categories of disability (aligned with the UAE unified categorisation of disability):

The following framework is based upon the UAE's unified categorisation of disability.

Common barriers to learning	Categories of disability (Aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (including Intellectual disability-unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years old)
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

Laws, Principles and Policies

- Federal Law 29 2006 and Law Number Two March 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- Dubai Inclusive Education Policy Framework (2017)
- Implementing Inclusive Education: A Guide for Schools, *Creating the Capacity for change* (2019)
- Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- The KHDA Inspection Framework (2015/16)
- The British Special Educational Needs 0-25 Code of Practice (2014)

APPENDIX 2

