

Glendale International School Inclusion and EDI Policy 2026 to 2027

Policy owner	Maryam Abdullah, Head of Inclusion	Approval body	Jasmit Kang, Principal
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Applies to	Staff, governors, contractors and learners where relevant	Status	Approved

This policy sets out how Glendale International School identifies and removes barriers to learning, participation and belonging. It applies to all students and staff, and guides decisions on admission, teaching, support and review. It is intended to be read with the school's safeguarding, admissions, assessment, behaviour, complaints and data protection policies.

1 Commitment and scope

Every student is a valued member of the school community. We seek equitable access to an age-appropriate education, high expectations, meaningful participation and growing independence. Inclusion is the responsibility of school leaders, classroom and subject teachers, the Inclusion Team and all adults who work with students. We consider barriers in the environment, curriculum, communication and school culture alongside individual strengths and needs.

This policy covers students of determination and students with special educational needs or disabilities (SEND), learners using English as an additional language (EAL), gifted and talented learners, and students who face other barriers associated with wellbeing, health or circumstances. The categories may overlap. A label or diagnosis alone does not determine provision.

Equality diversity and inclusion statement. Glendale International School is committed to promoting equality, celebrating diversity and ensuring that every learner, member of staff and visitor is treated with dignity and respect. Discrimination, harassment, victimisation, bullying, stereotyping and unequal treatment are not tolerated. Everyone in the school community is expected to challenge prejudice appropriately, use respectful language and contribute to a safe, welcoming and inclusive culture.

2 Regulatory context and principles

The school follows applicable UAE and Dubai legislation, KHDA requirements and guidance, including the Dubai Inclusive Education Policy Framework, Directives and Guidelines for Inclusive Education, Implementing Inclusive Education: A Guide for Schools, and the KHDA Guidelines and Standards for the Use of External Assessment Reports for Students of Determination. The Head of Inclusion and Principal review new KHDA directions and update procedures accordingly.

As a school in the UAE, Glendale meets its responsibilities under applicable UAE and Dubai equality, inclusion and anti-discrimination requirements. If the UK Equality Act 2010 applies to a specific programme or activity, the school will meet the relevant duties to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

- Access and equity: consider reasonable adjustments and support in all school activities, including admissions and assessment.

- Common learning environment: provide education with peers wherever appropriate and plan specialist support around participation.
- Partnership and voice: involve parents and students in decisions in accessible and developmentally appropriate ways.
- Evidence and accountability: identify a baseline, record the provision offered, review outcomes and adjust support.

3 Admissions and entry

Admissions decisions must not discriminate on the basis of disability or assumed level of need. Students of determination are given an appropriate opportunity to take part in entry assessment with reasonable adjustments. The Admissions Team and Head of Inclusion review information supplied by the family, observe or assess where appropriate, consider reasonable adjustments, staffing and transition, and document the support plan. An external diagnosis is not a blanket precondition for access to school-based support.

Where the school believes it cannot facilitate admission after exploring available provision and reasonable adjustments, the Principal oversees the decision, explains it to the family and completes the applicable KHDA notification and review process. Concerns about capacity or staffing are addressed through planning and escalation, not an automatic exclusion rule. Admission and placement decisions are recorded separately from the student's support needs.

4 Identification and referral

Classroom and subject teachers first use inclusive teaching, observe the student, review work and assessment evidence, and discuss concerns with the family. A teacher may then refer the student to the Inclusion Team using the school referral process. The Inclusion Team reviews evidence, consults the student and parent, screens or observes as appropriate, and agrees a documented response. Urgent safety or safeguarding concerns are escalated immediately through the relevant school procedure.

Relevant evidence may include prior records, attainment and progress, attendance, language history, teacher observations, student voice, family information and specialist reports. External reports are interpreted alongside school evidence, shared with staff on a need-to-know basis, and used to inform practical provision in line with KHDA's external assessment guidance.

5 Graduated response and review

Level	Provision and record
Wave 1	Inclusive teaching and reasonable adjustments in the classroom. The teacher monitors progress and documents concerns and strategies.
Wave 2	Targeted support in addition to Wave 1, agreed by the teacher and Inclusion Team. A support plan or learning passport records targets, intervention and review.
Wave 3	Individualised provision for significant or persistent barriers. An IEP records measurable priorities, responsible adults, provision, adjustments and review evidence.

At each wave the school uses Assess, Plan, Do, Review. Assess: establish strengths, barriers and a starting point. Plan: agree measurable targets, adjustments, intervention and responsibilities with the family and student where appropriate. Do: teachers implement classroom provision; Inclusion staff and learning support assistants (LSAs) support it. Review: compare evidence with targets and decide whether to continue, adapt, intensify or reduce support. Movement between waves follows evidence and discussion; it is not determined by diagnosis alone. The case manager records review decisions at least termly and sooner when a material change occurs.

6 Teaching, curriculum and assessment

Teachers plan accessible lessons with clear learning intentions, appropriate scaffolds, flexible ways to participate and opportunities to demonstrate understanding. Inclusion teachers collaborate on planning and may deliver in-class support, small groups or focused sessions outside class when the educational purpose is clear. Any withdrawal is reviewed for its effect on curriculum access, peer relationships and independence.



Students ordinarily access the school curriculum with reasonable accommodations. A personalised pathway or modification is considered when evidence shows that adaptations alone are insufficient; it is agreed with parents and documented in the student plan. Proposed alternatives, including life skills or an accredited programme, require the school's relevant approval and must not be presented as already established provision. Exemptions from or modifications to mandatory subjects follow the applicable KHDA approval process.

Assessment adjustments should preserve the construct being assessed where possible. Teachers and the Inclusion Team distinguish access arrangements (for example, additional time or a different response format) from changing the learning standard or content. Internal decisions are documented and reviewed; external examinations follow the relevant awarding body's evidence and application rules. An EAL student's language development is considered when interpreting attainment. Replacing a mainstream assessment with a language proficiency assessment is a documented curriculum or assessment decision, not a default response to EAL status.

7 Plans and intervention

An IEP or learning passport states strengths, student and family views, barriers, specific targets, classroom strategies, interventions, responsible staff, baseline and review date. Case managers coordinate the plan; teachers use it in daily teaching. Interventions have a defined purpose, frequency and entry and exit indicators. Staff record participation and outcome evidence, including work samples or pre/post measures where suitable. Lack of progress prompts review of teaching, barriers and provision, not a presumption that the student should leave the school.

8 EAL, gifted learners and wellbeing

EAL provision starts with a profile of prior schooling and language proficiency across listening, speaking, reading and writing. EAL teachers and class teachers plan explicit language instruction, accessible curriculum tasks and appropriate assessment evidence. Progress in English and progress in subject learning are considered separately. Families are invited to share linguistic and cultural strengths.

Teachers identify potential gifted and talented learners using multiple sources of evidence and review access for students whose language or disability may mask strengths. Extension, enrichment and appropriate challenge are planned and reviewed within subject teaching. Counselling and wellbeing support are coordinated with the relevant staff, with confidentiality and safeguarding thresholds observed.

9 LSAs and external professionals

The teacher remains responsible for teaching and assessment. LSAs work under teacher direction and Inclusion Team oversight to support access, learning, regulation and increasing independence. Deployment is based on assessed need and risk, with duties, training, supervision and impact reviewed. A family-funded or external assistant follows school safeguarding and operational requirements. External therapists or specialists work with the school through agreed consent, access and information-sharing arrangements; their recommendations are translated into feasible classroom strategies.

10 Safeguarding, behaviour, health and personal care

Safeguarding concerns are reported immediately under the Safeguarding Policy; an inclusion plan does not replace safeguarding action. Behaviour support considers communication, sensory and environmental factors and uses proactive, positive strategies. Where risk is identified, the school prepares an individual risk assessment and coordinated response, trains relevant staff and records incidents under the applicable policies. Any physical intervention is governed by the school's approved positive handling procedure and legal requirements.

Medical needs and personal care are planned with the parent, relevant professionals and school staff. Toileting or intimate care follows a separate documented consent and safeguarding procedure. A reduced or personalised timetable is individually justified, time-limited, reviewed with the family and school leaders, and managed in line with KHDA requirements; it is not a routine substitute for reasonable adjustments or full participation.

11 Partnership, transitions and concerns

Parents receive clear information about targets and provision and are invited to reviews. Students contribute their views on strengths, barriers and helpful strategies in a way they can access. The school plans transitions on entry, between classes and phases, and on exit, sharing relevant information with consent and preparing individual transition plans when needed. Any proposed year placement change follows the relevant KHDA process.

Reporting discrimination or unequal treatment. A learner, parent, member of staff, contractor or visitor may report discrimination, harassment, victimisation or unequal treatment to any trusted member of staff, the Head of Inclusion, a senior leader or the Principal. Staff must record and pass the concern promptly to the appropriate leader. Immediate safety or safeguarding concerns follow the Safeguarding Policy. The school will consider interim protection, investigate fairly, communicate the outcome as appropriate, record actions and protect anyone who raises a concern in good faith from retaliation.

Families may raise an inclusion concern with the teacher or case manager, then the Head of Inclusion, then the Principal. Formal complaints follow the school Complaints Policy, including its response times and further escalation options. A concern or disagreement does not remove a student's entitlement to appropriate provision while it is considered.

12 Roles, oversight and quality assurance

Role	Core accountability
Principal and governing body	Approve the policy, allocate resources, oversee equitable admissions and review inclusion effectiveness.
Head of Inclusion	Lead identification and provision systems, coach staff, oversee plans and LSAs, review outcomes and escalate barriers.
Teachers	Teach and assess all students, implement adjustments and plans, communicate with families and contribute review evidence.
Inclusion and EAL staff	Assess educational barriers, advise teachers, deliver agreed intervention and monitor impact.
LSAs and counsellor	Carry out agreed support within role boundaries, record observations and escalate concerns.
Students and families	Contribute strengths, priorities and feedback, and collaborate in reviews.
Senior leaders	Embed EDI in curriculum, staffing, behaviour, assessment and school operations; respond to reported concerns and monitor corrective action.
All staff, contractors and volunteers	Treat people with dignity and respect, complete required training, apply reasonable adjustments, challenge prejudice appropriately and report discrimination or unequal treatment promptly.

The Head of Inclusion checks register accuracy, student plans, intervention records, LSA deployment, student progress, participation and feedback. Leaders sample classroom implementation, identify professional development needs and report trends and actions to the Principal and governing body. The policy is reviewed annually and sooner if regulation or school practice changes.

EDI leadership and training. The governing body and Principal retain strategic accountability for EDI. Senior leaders and the Head of Inclusion coordinate implementation and review. All staff complete EDI, anti-discrimination and inclusive-practice training at induction and through periodic refreshers. Role-specific guidance is provided to staff involved in admissions, teaching, assessment, recruitment, complaints and investigations. Training completion and identified needs are monitored by school leaders.

Appendix A Referral and review pathway

Teacher concern and classroom adaptations → evidence and family discussion → Inclusion referral → observation or screening → agreed support wave and plan → delivery and monitoring → student and family review → continue, adapt, intensify or exit.

Appendix B Supporting school documents

Admissions Policy; Safeguarding Policy; Behaviour Procedures; EAL Procedure; Gifted and Talented Procedure; Referral Procedure; IEP and Learning Passport Guidance; Intervention and LSA Deployment Records; Personal Care and Toileting Consent; Medical Needs Policy; Data Protection Policy; Complaints Policy; Transition Procedure.



Appendix C Reference guidance

- KHDA, Dubai Inclusive Education Policy Framework:
<https://web.khda.gov.ae/en/Resources/Publications/School-Inspection/Dubai-inclusive-education-policy-framework>
- KHDA, Directives and Guidelines for Inclusive Education:
<https://web.khda.gov.ae/en/Resources/Publications/School-Inspection/Directives-and-Guidelines-for-Inclusive-Education>
- KHDA, Implementing Inclusive Education: A Guide for Schools:
<https://web.khda.gov.ae/en/Resources/Publications/School-Inspection/Implementing-Inclusive-Education-A-Guide-for-Schools>
- KHDA, Guidelines and Standards for the Use of External Assessment Reports:
<https://web.khda.gov.ae/en/Guides/Parents/Guidelines-and-Standards-for-the-Use-of-External-Assessment-Reports>
- KHDA, Mandatory Subjects Guidelines:
https://web.khda.gov.ae/getattachment/Resources/Forms/Mandatory_Subjects_Guidelines_En.pdf.aspx?language=en-GB

