



مدرسة جليندال انترناشيونال
GLENDALE
INTERNATIONAL
SCHOOL

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Member of Global Schools Foundation

INCLUSION POLICY

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Review of policy

- This policy has been discussed and agreed by the GIS School community of staff, students and parents. It will be reviewed again in September 2026

SCOPE/INTENT

At its heart, inclusive education is a provision that is committed to educating all students, including those identified as students of determination 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, to form positive social relationships with peers, and to become fully participating members of the learning community (Dubai Inclusive Education Policy Framework, 2017).

RESPONSIBILITY & AUTHORITY

The Glendale International School Dubai in compliance with The Federal Law No. 29, 2006 and Dubai Law No. 2, 2014, and KHDA Inclusion Policy Framework 2017 promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school. The policy provides a guideline to ensure that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of Students with Determination. The admissions team shall brief the aspiring students and parents of the special education provisions available at the school. The Department of Inclusion & Wellbeing (DIW) shall identify students needing special education.

POLICY

GIS believes in inclusive education and hence shall strive to provide placements to students with mild to moderate special education needs. Students with the Special Educational Needs and Disabilities (SEND) shall be treated without discrimination and will be treated similar to their peers. Everyone shall be given equal educational opportunities. The school has the duty of recognizing SEND students as fully participating members of a community of learners. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. The school will ensure that inclusion of Students with SEND is facilitated through adherence to the Dubai Inclusive Education Policy Framework 2017 and Special Education Guidelines adopted by the school based on International Inclusive Education Frameworks.

The school shall provide high quality services to meet the different needs of students with special education needs and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities shall be admitted to the school and to be treated with due respect and utmost care by the entire School community. The school shall make adequate provisions to address the needs of gifted and talented students.

AIM

- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills of students of determination.

- Prepare students with determination for successful transition to secondary school. ● To provide the structure for a pupil-centered process that engages pupil, family, school, and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their overall well-being.
- The school will adopt a social model in their approach towards the SEND students. It will be proactive in identifying and minimizing the physical, attitudinal, communication and social barriers that restrict student achievements.
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- To ensure that the SEND students participate fully in all school activities. ● To ensure the identification of all students requiring inclusive provision as early as possible on their entry to school.

OBJECTIVE

This Inclusion Policy reflects the principles of the KHDA Inclusion Policy Framework 2017. The objectives of the policy are to:

- Ensure the equality for the SEND students are met.
- To enable SEND students to have their needs met.
- To encourage good communication and genuine partnerships with parents of the SEND students
- To facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the UK National curriculum for the SEND students ● To plan to support students with medical conditions.
- To implement a graduated approach to meeting the needs of students using the Assessment, Intervention Plan, Do Follow Inclusive Provisions, and Review Progress
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach for the SEND students, their families, staff within school, other external agencies
 - Set appropriate individual learning targets based on prior achievement, high aspirations and the views of the learner and family
 - Share expertise and good practices across the school and learning community. ● Make efficient and effective use of school resources.
 - Have regard to the KHDA Inclusion Policy Framework for the identification, assessment, support, early intervention, and progress review of students with determination.

PARTNERSHIPS FOR INCLUSION

School–community partnerships at GIS Dubai help implement a system of integrated services for the SEND students, often providing support and resources to meet staff, family, and student needs that go beyond what is typically available through the school. Reciprocally, community partners benefit from their relationships with the school, including learning about schools’ inclusive culture. We have agreements with the following local organizations.

- Dubai Autism Center (DAC)
- ABLE UK DHCC
- Incluzun

IDENTIFYING AND SUPPORTING SEND STUDENTS

A SEND student is a student with a long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age. SEND students are identified through one or both procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder.
- Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment, or disorder.

GIS has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts. Learning opportunities for the SEND students will be restricted if they are exposed to attitudinal, social, and environmental barriers. Schools have a duty to take action to reduce or remove these barriers to ensure that all students can access education on an equitable basis with their mainstream peers. Categories of disability and barriers to learning following the framework is based upon the UAE’s unified categorization of disability. It provides schools with an important structure to support the identification of the SEND students. The following information expands upon each of the ‘12 categories of disabilities.

Dubai Schools Inspection Bureau (DSIB) Definition of SEN states: Special Educational Needs are defined as “Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognized disorder. The following classify the categories of SEND students as indicated by the DSIB (2015- 2016).

SPECIAL EDUCATION CATEGORIES

The following categories of disabilities are recognized by the UAE Ministry of Education as categories of disabilities that qualify a student to receive special education programs and related services. The school follows the framework for students of determination (2019-2020) and the Revised Categorization framework for Students of Determination by KHDA to identify the level of a pupil’s need according to the four main areas.

All students of determination (students with a formal diagnosis) and students identified with evidence-based indicators of a possible disability must be classified with reference to the following:

Table 1: Every student of determination (student with a formal diagnosis) must be classified under one of the 11 main categories:

1. Intellectual Disability
2. Communication Disorders
3. Autism Spectrum Disorder
4. ADHD
5. Psycho-Emotional Disorders
6. Specific Learning Difficulties
7. Visual Impairment
8. Hearing Impairment
9. Deaf-Blind Disability
10. Physical Disability
11. Multiple Disability

Table 2: Every identified student (student with evidence-based indicators of a disability) must be categorised using the barrier categories:

1. Thinking and Learning Needs
2. Communication and Speech Needs
3. Social Communication and Interaction Needs
4. Attention and Focus Needs
5. Social, Emotional and Behavioural Needs
6. Learning Difficulties in Specific Skills
7. Vision Needs
8. Hearing Needs
9. Physical and Movement Needs
10. Multiple and Complex Needs

NEW ADMISSIONS OF THE SEND STUDENTS.

The school welcomes all students and addresses the individual needs of all SEND, EAL and GNT students. In the case where a child's specific need has not been previously identified, the school assesses the capacity to address his/her needs within their existing level of provision. At the time of the entry-level test if a student is facing challenges and the parents are unaware of their child's additional needs, then the admission team arranges an interaction with the HOI. We expect parents to work closely with us if a particular educational need is identified during or following the admission process. Parents are to bring a psychological educational report if the assessment has

been conducted. Preferably, the report should not be later than a year old.

The school adopts an admission process that:

- ensures that students who experience barriers to learning will be provided with the support, accommodations, and curricular modifications required to enable equitable access to educational opportunities.
- preference for “sibling priority” will be given to students who experience barriers to learning subject to the availability of seats.
- aims to be always inclusive unless it is not possible to fully support the child due to constraints beyond our control e.g., infrastructure or personnel.
- observe the student’s communication, social, emotional, behavioural, and academic skills. Determine if there is a need for a Learning Support Assistant (LSA) and communicate it to the parents.
- proactively identify practices that may restrict, limit, or prevent a student from accessing education alongside their peers, and plan activities to ensure minimization of any impact upon a student’s learning experience and outcome.
- ensures compliance with the requirements of ‘The Dubai Inclusive Education Policy Framework’.
- Admission tests for the SEND students will be waived off provided parents indicate the same during the admission process and provide an assessment report from an authorized testing agency approved by MOH and DHA.

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child is admitted, and we use various assessment tools to identify pupils and any difficulties they may have. The staff is sensitized with the knowledge and definition of the various categories for students of determination through regular workshops, reading material, case studies, and hands-on classroom experience.

Parents and legal guardians are required, at the time of admission and during the course of enrollment, to disclose any information relevant to the student’s educational, medical, behavioral, or emotional needs. Such information includes, but is not limited to, diagnosed or suspected learning difficulties, developmental delays, medical conditions requiring special handling, and behavioral or emotional concerns.

Parents are reminded that full transparency enables the school to determine and arrange appropriate provision and support, and to uphold student welfare and safety. Where information of this nature is knowingly withheld or misrepresented at the time of admission, the school reserves the right to review, suspend, or reconsider the admission in accordance with school policy and applicable regulatory guidelines.

Parents are further encouraged during the annual orientation program to update the school on any new or ongoing concerns to ensure continued compliance and appropriate accommodation.

Remedial intervention in class aims to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education. The pre-referral team consists of the Supervisor, the parents/guardians, and teachers involved in the education of the student. The teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions. Teachers will provide differentiated activities and make their observations for one month depending on the child's needs. The intent is to provide interventions that will help the student achieve success without entering special education. However, if these interventions do not improve the student's performance, then the student will be referred for an assessment to determine possible eligibility for special education services.

Teacher Referral Form provides timely and effective support to initiate an appropriate plan of action for students at various levels of need. Possible sources of referrals may include a list of likely 'at-risk' students shared at the start of the academic year, CAT 4 result analysis, PASS data analysis, Baseline checklists, Internal Progress analysis, Self-Nomination, Student attendance mechanism, Early exit, and late comers register, regular clinic visitors, Survey result analysis, FS screening checklist, engagement tracker and attainment. The teacher will fill in the referral form after initial 10-days in class observation and the Inclusion team will observe the child in the classroom. It may extend to three weeks depending on student needs. If the child needs further interventions, parents are called for a meeting and a detailed psycho-educational assessment and history will be taken as well as the need for external psychological assessment will be advised. The student will be put in the appropriate level of intervention after all the assessments both internal and external.

The school follows a system where support and intervention are ensured at three different levels. The effective implementation of Individual Plans with differentiation in the classroom will be regularly checked and followed by the HOI. Wherever subject teachers need support from the Inclusion professionals to implement interventions [ALPs, BIPS, IEPs & ILPs] immediate support will be provided.

LEVEL 1: GENERAL SERVICE OF SUPPORT

These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Examples may include adapted learning activities and teaching strategies, environmental alterations, the use of specific resources to promote understanding or independence, or the use of particular support plans.

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students, the high-quality differentiated teaching in the classroom will be sufficient to help them address any additional needs that students may have. These students will be closely monitored by the class and subject teachers/form tutors to ensure that they are making good progress.

LEVEL 2: TARGETED SERVICE OF SUPPORT

Level 2 is provided in addition to level 1. It focuses on supporting students who are achieving

below age-related expectations within the curriculum, as a result of an identified difficulty, condition, or disorder. Level 2 support often involves students participating in small group support sessions that target improvements in particular aspects, such as numeracy or literacy, for example. Some students will need additional support to make progress or overcome a particular barrier to their learning. This support may only need to be short-term and/or in specific areas such as literacy, numeracy, or areas of social and emotional understanding. At Level 2, the classroom teacher holds the main responsibility with support from the Inclusion Team.

The students will receive short-term, targeted interventions and an Individual Learning Plan (ILP) will be put in place for the student that will identify the individual needs of the student and ensure a program of intervention is delivered to target these needs. They will be included on the SEND register and progress will be monitored by the Class Teacher and the Heads of Inclusion and will be reviewed formally with the parents and the student at least termly.

LEVEL 3: INDIVIDUALIZED SERVICE OF SUPPORT

Level 3 is provided to students who experience the most significant barriers to learning. This level of support involves implementing personalized education programmes that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Learning Support Assistant, for example. For students accessing level 3 support, the school provides an Individual Education Plan (IEP).

Level 3 provisions involve developing an Individual Education Plan for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. This program will be monitored by the Inclusion Team in collaboration with the class/subject teachers and will be regularly reviewed with parents and students on at least a termly basis. Adjustments will be made to ensure progress. Level 3 level support will normally involve the employment of a Learning Support Assistant to support the student. The format of Level 3 provision will be dependent on the identified needs of the student.

MONITORING PROGRESS AND EVALUATION

Students' progress is carefully monitored through classroom observations and the evaluation of ILPs/IEPs against the objectives specified in their intervention plan.

- Following the review of a student's progress, the Inclusion Team, in collaboration with the Section Head, Class/Subject Teacher, Parents, and the Learning Support Assistant (LSA), determines the level of support required to improve the student's progress.
- Inclusion professionals conduct observations of students, engage in discussions with teachers, and review performance in support and remedial sessions to assist parents in understanding the student's current level of progress.
- Teachers monitor student performance as part of ongoing formative and summative assessments.
- Standardized screening and assessment tools administered by the Inclusion Team provide diagnostic data via pre-tests and post-tests, which are used to

- interpret the student's growth and progress.
- If a student has been removed from the SEND register, ongoing monitoring will be conducted through periodic reviews by the Inclusion Department.

Learning Support Assistant (LSA) Provision:

Where an LSA has been appointed to support a student's learning or behavioral needs, the continuation, reduction, or withdrawal of such provision may only be reviewed and authorized by the Head of Inclusion (HOI), following an evaluation of progress data and consultation with the Inclusion Team and relevant stakeholders. Classroom teachers or parents cannot unilaterally request or remove LSA support.

Escalation & Parental Responsibility:

Parents are expected to actively participate in home-school collaboration, engage in regular review meetings, and follow specialist recommendations, including external therapy, clinical assessments, shadow teaching, or intervention programs, where advised.

Non-Progress / Non-Compliance Clause:

In cases where (a) no demonstrable progress is observed over time, (b) the school does not receive adequate parental cooperation or compliance with recommended support measures, (c) the student develops additional needs that the school cannot reasonably accommodate within available resources, or (d) the student requires more specialized intervention than the school is licensed or equipped to provide, the school reserves the right to recommend alternative or specialized services to parents. In such circumstances, the school may determine that it is no longer able to accommodate the student's needs within its educational setting.

Transitional Services

Transitional services include recommendation, sensitization, and readiness programs designed to prepare students of determination for movement between stages. Transitional pathways may include, but are not limited to:

- Transition from one grade level to the next
- Retention at the same grade level, if recommended
- Transfer from one school to another school
- Referral to rehabilitation, therapy, or specialized support centers

Inclusion Department maintains the following data of all SEND students with utmost confidentiality:

- Parent meeting form
- Psychoeducational Assessment /medical reports
- Term-wise mark list for each SEND student
- Teacher Observation forms
- Referrals made by teachers through a referral form.
- Parent feedback form
- Individual Education Plan (IEP) maintained by the teacher till the end of the academic year and submitted to the HOI at the end of the academic year.

- Learning support consent and withdrawal form/application from parents
- Record of Learning Support Sessions
- KHDA exemption documents
- Referral form recommendation for formal assessments
- Sessions held with parents by counsellor and support teacher after identification to discuss the difficulties and remedial measures.

FOR PARENTS OF THE SEND STUDENTS

- Parents should be open to seek the services of the Inclusion Department for initial counselling to identify issues.
- Parents of students with Special Education Needs with either academic or behavioural issues or both should seek continuous Counselling.
- An undertaking to be given by parents in case they do not want inclusive services but not without at least one session with the HOI.
- Parents should get assessment done when requested by the Inclusion Department and submit assessment reports accordingly.

COMPLAINTS PROCEDURE

If a parent has any concerns or complaints regarding the progress of the child, an appointment can be made with the HOI who will be able to offer advice on formal procedures for complaint if necessary.

Further feedback from parents can be given at any time through mail. Contact is available on the school website.

If the HOI finds abnormality in a child's behaviour and the child requires one to one attention and the parent is not cooperating with the school, there is a cell in KHDA which deals with these cases. The school can approach the KHDA, and they will intervene and counsel the parents.