



Dubai English Speaking Schools
DESS Oud Metha

Inclusion Policy

Written by:	Ruth Gibson	Last Review	September 2025
Approved by:	Tony Clarkson	Next Review	September 2026

At DESS, inclusion is at the heart of everything we do. We believe that every child has the right to feel a sense of belonging and to access high-quality learning experiences that meet their individual needs. Our Inclusion Policy describes how we identify, support, and monitor children with Additional Educational Needs, including Students of Determination, those with medical conditions, and children requiring additional challenge. We also recognise exceptionally able children.

This policy is guided by UAE Federal Law (29) 2006 and Law (2) 2014, the Dubai Inclusive Education Framework (2017), and Implementing Inclusive Education: A Guide for Schools (2019). It aligns with KHDA's Revised Categorisation Framework for Students of Determination (2019–20) and reflects our commitment to diversity, equity, and inclusion across the school community.

AIMS AND OBJECTIVES

- To meet the needs of all children through personalising learning and providing outstanding provision.
- To ensure every child receives high-quality first teaching and equitable access to the curriculum.
- To identify and remove barriers to learning so all children can achieve their full potential.
- To work in partnership with parents and carers to provide the best outcomes for children.
- To promote a culture of acceptance, respect, and celebration of diversity.
- To ensure all staff are equipped to support children with a wide range of needs.

Our DEI commitment: At DESS, we believe that school is about belonging. We welcome children and families of all backgrounds and abilities and actively work to remove barriers, challenge bias, and promote equitable opportunities for all. Through our curriculum, policies, and everyday interactions, we model and teach respect, acceptance, and justice for all members of our school community.

We promote cultural competence, respect, and empathy throughout our school community. Behaviour and learning expectations are culturally responsive, and inclusion practices adapt to meet individual needs. Parents are valued partners in shaping inclusive practice.

Definitions

Children with Additional Educational Needs at DESS may include:

- Students of Determination: Children who have a disability that prevents or hinders them from making full use of educational facilities.
- Special Educational Needs and Disabilities (SEND): Children with a significantly greater difficulty in learning than the majority of others of the same age.
- Children with a medical condition.
- Gifted children: Students with exceptional natural ability in one or more curricular areas.
- Talented children: Students with exceptional performance in non-academic subjects.
- English as an Additional Language (EAL) is not considered a special educational need, but children learning English will be supported to ensure that language development does not hinder access to the curriculum.

Roles and Responsibilities

Headteacher:

- Overall responsibility for inclusion and SEND in the school.
- Ensures the policy is implemented effectively.

Inclusion Champion (SENDCo):

- Oversees day-to-day inclusion provision.
- Coordinates support for children with SEND.
- Leads and manages the Inclusion Learning Zone (LZ) team.
- Advises on the graduated approach: Assess–Plan–Do–Review.
- Liaises with parents, carers, and external agencies.
- Ensures accurate and confidential record-keeping.

Class Teachers:

- Responsible for the progress and development of all children in their class.
- Differentiate planning and implement strategies to meet individual needs.
- Develop and review Individual Education Plans (IEPs) with the child, parents, and LZ staff.

Parents:

- Engage actively in their child's learning.
- Attend meetings and support agreed strategies.
- Children:
 - Understand and work towards their targets.
 - Be active participants in their learning journey.

Admissions

DESS welcomes applications from children with a range of additional learning needs and will not refuse admission solely based on SEND status. Decisions are made on a case-by-case basis, ensuring the school can meet the child's needs. Students of Determination receive sibling priority in line with the admissions policy.

Identifying Needs

High quality teaching is the first step in meeting needs. Where a potential need is identified, a graduated approach is followed:

1. Assess – Understand the child's needs.
2. Plan – Agree actions and strategies with parents and staff.
3. Do – Implement targeted support.
4. Review – Monitor progress and adjust provision.

The SEND register, updated termly, records all children with identified needs and the support in place. Records are confidential and shared only with staff directly involved in supporting the child.

KHDA Categories

In line with the KHDA Categorisation Framework for Students of Determination guidance, the SEND register will indicate the specific need categories of children. It will be treated as a working document to ensure it is up to date as the needs of different children arise and/or children receive a diagnosis.

The categories of disability and barriers to learning are as follows:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical, sensory and medical

Meeting Needs

Level 1: Inclusive first teaching for all children.

Level 2: Targeted small group interventions for those not making expected progress.

Level 3: Intensive, personalised support, often involving specialist teachers.

In rare cases where children have severe and complex needs requiring 1:1 provision, this will be arranged in agreement with parents and may involve additional costs.

Gifted and Talented

All children at DESS are challenged to achieve their potential. Those identified as needing additional challenge beyond the curriculum may have Advanced Learner Plans (ALPs) developed in consultation with staff. These plans remain internal documents to guide provision.

Medical Needs

Medical information is held by the School Nurse, who shares relevant details with staff to ensure children's safety and wellbeing.

SEND Record Keeping

In addition to the SEND register, these children have a *Learning Support Log*, on Edukey, as a record of all information regarding the child.

Children receiving individual support from LZ staff will have an *Individualised Education Plan* (IEP). The IEP is planned with the class teacher, parents and the child, with links to the child's class based individual targets, where possible. Targets will be **SMART**: Specific, Measurable, Achievable, Relevant, Time-bound. Progress towards IEP targets will be monitored regularly by the LZ teacher, with the child and class teacher. Formal meetings with the parent to review Learning Plans will take place on a regular basis.

All children in receipt of interventions will be included on a detailed whole-school provision map, which outlines and monitors all additional support throughout the school.

Assessment

- A child with identified SEND may require specific assessments from the LZ team
- DESS will discuss with parents, any recommended assessments from an outside agency
- Sometimes parents independently seek and obtain outside agency advice when there are no identified concerns in school. The school is happy to receive and share these reports as above.
- If a child needs additional adult support, outside of what the school already offers, the school will work with parents to appoint a suitable person for the role. When this is done, the school will implement a memorandum of understanding between all involved parties and the additional cost will be incurred by the parents. DESS will not add any additional fees or payments for the family.

Outside Agency reports: Educational Psychologist, Occupational Therapist, Speech and Language Therapist are kept securely alongside the LZ Log in the child's LZ file.

Monitoring and Review

The Inclusion Policy is reviewed annually, with input from staff, children, and parents, to ensure it remains effective and reflective of current best practice in inclusive education.