

Inclusive Education Policy

Policy Name	Inclusion Policy
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Dr. Princiya Abdul Karim
Role	Head of Inclusion
Approval	May 2026
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	November 2026

Mission Statement

Grammar school believes that every child matters and that learning should be fun, innovative, purposeful, and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- Encouraging students to take ownership of their learning.
- Developing teaching strategies that are innovative, engaging, and fun.
- Preparing our students for the challenges ahead and making them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents, and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

1. Aims and Objectives

Grammar school Dubai aims to provide all students with the opportunity to achieve their best academically, emotionally, and socially through:

- Providing high quality differentiated learning opportunities to enable the acquisition of skills, knowledge, and concepts to attain their highest potential.
- Achieve maximum inclusion of all students by meeting individual needs.
- Make a clear distinction between 'underachievement' and special educational need.
- Promoting an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.
- Enabling all students to become empathic and responsible members of local and global society.

2. Rationale

- As a school, we believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality, or age.
- We aim for each student to achieve his academic potential and enjoy learning. Each student's needs are supported so that they may feel happy, confident, and valued. We aim to teach a broad range of subjects to a high standard. We aim to work in partnership with parents to achieve the best outcomes for the child and by supporting and providing development opportunities for our staff, work together as an effective team.
- We strive to overcome potential barriers to learning and assessment for individuals and groups of students.

3. Inclusion Objectives

Successful inclusion should result in every student feeling safe, confident, and happy at school. Successful inclusion should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.

Successful inclusion promotes the provision of quality education of students of determination and the talented as gifted as well as the students' beliefs in themselves as a learner and valued member of our GMS school community and is seen as the shared responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

4. Meeting Diverse Needs

At GMS we recognize that to achieve our aims we must actively seek to recognize and meet the very diverse needs of our students by:

- a) Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- b) Tracking each student's academic, social, and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- c) Correctly identifying and then seeking to overcome potential barriers to students learning or their full participation in school life.
- d) Developing and deploying our resources to best reflect the various levels of need experienced by students.
- e) Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- f) Sharing any concerns, we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the students.

5. Legislation and Guidance within UAE:

For this policy all information will be based on statutory requirements and guidelines discussed in the following documents:

- [United Nations Convention on the Rights of Persons with Disabilities \(UNCRPD\)](#)
- [Federal Law No. \(29\) of 2006](#) – The first law in the UAE to protect the rights of people of determination. The law provides for equal care, rights and opportunities for people of determination in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.
- [Dubai Law No. \(2\) of 2014](#) – Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- [The Dubai Inclusive Education Policy Framework \(2017\)](#) – which aims to provide information about the procedures and standards necessary for the improvement of inclusive education provision.
- [Implementing Inclusive Education: A Guide for Schools – Creating the capacity for change](#)
- https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SENDPOLICYSCHOOLS_EN.pdf Executive Council Resolution No. (2) of 2017 – Regulating Private schools in the Emirate of Dubai.

5. Potentially vulnerable groups

There are a few identified groups of students and families for whom this policy is particularly pertinent:

- Students with Special Educational Needs & Disabilities (SEND)
- Students who are Gifted and Talented (G&T)
- Students with physical or sensory impairment
- Students whose family are in crisis or under great stress.
- Students with poor attendance and/or punctuality
- Students who are at risk of disaffection and exclusion from school
- Students who have a temporary high-level need

According to the United Arab School Inspection revised categorization Framework for Students of Determination (2019), the four main categories of Disability and Barriers to learning:

Common Barriers to Learning	Categories of Disability
Cognition and Learning	1. Intellectual Disability 2. Specific Learning Disorders 3. Multiple Disabilities 4. Developmental Delay (Younger than 5 years)
Communication and Interaction	5. Communication Disorders 6. Autism Spectrum Disorders
Social, Emotional and Mental health	7. Attention Deficit Hyperactivity Disorder 8. Psycho-emotional Disorders
Physical, Sensory and Medical	9. Sensory Impairment 10. Deaf-Blind disability

- 11. Physical Disability
- 12. Chronic or Acute Medical Condition.

6. Admission Process for Special Educational Needs

6.1 Admission Policy:

At Grammar School we are in line with the Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of individuals with Special Educational Needs and Disabilities.

At GMS we ensure:

- Students are not refused admission based only on their experience of SEND.
- All applicants have the right to sit for a baseline entrance test.
- Collaboration between parents and previous schools to ensure a successful transition.
- Provisions will be made to ensure barriers are reduced or removed during the assessment for applicants experiencing SEND. Access arrangements will be made based on the student's usual way of working.
- Students who experience SEND will receive sibling priority subject to availability of spaces.
- Students who experience SEND will be provided with appropriate levels of support, accommodations, and curricular modifications in order to access the same educational opportunities as their peers.
- The Admissions Team will seek the support and advice of the Inclusion Support Team to conduct assessments and determine educational needs for new joiners experiencing SEND. The Inclusion Support Team will use the information gained from learning difficulty diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

6.2 Students Identified prior to admission:

- Observation and assessment are conducted by the specialist team within the school.
- Parents are expected to share all information regarding the child's needs and seek external reports requested by the school, where appropriate.
- The school makes provisions based on the needs of the student with suitable SMART goals and periodically review the progress.
- Parents are expected to attend review meetings regularly with the school specialist team.

6.3 Students identified post admission:

- Be placed on the Students of Determination register based on their area of needs.
- Provision of level of support allotted.
- Plan and Implement an IEP comprising of the SMART goals and reviewed periodically for progress.
- Accessibility to additional support program.

6.4 Role of the Parent:

- Provide the school with copies of all medical, psychological, or educational assessments on entry to the school.
- Notify the school authorities in writing if they are aware of or suspect that their child has Special educational needs & Disabilities or any other emotional or behaviors concerns.
- Collaborate with the school to ensure appropriate and adequate provisions accommodations and service provided.
- If a student requires an increased level of support, beyond the support that is offered by teachers, then the parents will be required to provide additional reports from appropriate

external specialists. (The school reserves the right to request educational reports from sources identified as qualified by the school's specialists).



7. Promoting and Supporting Successful Inclusive ethos

7.1 GMS Governing Board

The School Governing Board plays a critical role in prioritizing the provision of systematic support for the development of an inclusive school and system of education. They are responsible for:

- a. A commitment to inclusion is evident in the representation and engagement of key stakeholders such as parents and students.
- b. Supporting the Senior Leadership Team (SLT) to deliver the vision, mission, strategic priorities, and values of GMS who is also responsible for monitoring the performance of students and staff across school in accordance with agreed policies, procedures, and school action plans.
- c. The appointment of a Governor for Inclusive Education

7.2 GMS Inclusion Team members:

- Governor for Inclusive Education: **Mr. Julian Roy Williams**
- Principal: **Mr. Benjamin Barry**
- Vice Principal: **Ms. Raziya Rasheed**
- Head of Secondary: **Ms. Enjy Eslam**
- Head of Inclusion: **Dr. Princiya Abdul Karim**
- Counselor: **Ms. Aneesa Zainab**
- Parent: Mr. Tintu Paul (Father of Yatin of Year 2B)
- Parent: Ms. Dur-E-Shawar (Mother of Qazi Zaviyan of year 4C)

7.2.1 Grammar school Governor for Inclusive education: Mr. Julian Roy Williams

The appointed Governor for Inclusive Education is responsible for ensuring that GMS provides outstanding school leadership and management, practices that promote achievement of personalized educational outcomes for all students. The Governor for inclusive education supports the governing board to:

- a. Set strategic direction through a clearly stated inclusive vision and ethos.
- b. Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate Inclusive Education improvement Plan.
- c. Allocate financial investment to ensure that targeted plans are sufficiently resourced.
- d. Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

7.2.2 The principal: Mr. Benjamin Barry

The principal in partnership with the inclusion support team will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Conduct school-wide reviews of current practice to highlight best practice and identify areas for targeted improvement.
- Support the development and implementation of a comprehensive and strategic inclusive education improvement plan.
- Ensure that all staff receive the support they require, enabling and ensuring that inclusive approaches to teaching and learning are embedded in their practice.
- Ensure that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.



7.2.3 Senior Leadership Team (SLT)

The SLT aims to promote inclusion in GMS through all policies, systems, and practices. As one of the core values it is important that Inclusion is a top priority for all.

7.2.4 Inclusion Team

The Inclusion Team assists the Principal in achieving a vision of inclusive education in practice. This team includes school staff with specific roles in promoting, developing, and assisting in the implementation of inclusive education. For GMS, this includes the Governor for Inclusion, Head of Inclusion, support teachers (SEND), the school counsellor, the career counsellor, the school nurse, the facilities manager and learning support assistants.

7.2.5 Head of Inclusion: Ms. Princiya Abdul Karim

At Grammar School the roles are combined. As such the Head of Inclusion / Inclusion Champion plays a key role (in partnership with other senior leaders and the principal) in monitoring, advising, evaluating, and planning for the development of inclusive practice and provision across the school. Specific responsibilities include.

- HOI works alongside the principal and members of the Inclusive Education Action team to uphold and review the Strategic Inclusive Education Improvement Plan.
- Reviewing the implementation and effectiveness of evidence-based Programs of intervention for individual and small groups of students.
- To support and monitor (including performance management) the work of the Inclusion Team and ensure that they are appropriately placed (through provision mapping).
- Working alongside teachers to observe, assess and identify special educational Needs.
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development, and wellbeing.
- Providing advice and guidance to both teachers and parents.
- Promoting high expectations of student learning and achievement.
- Supporting the development of relevant and meaningful learning activities.
- Facilitating collaborative meetings to promote the development of Individual Education plans.
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- Maintaining the register in consultation with other staff.

7.2.6 Support Teachers: Ms. Jaymala; Ms.Sneha K, Ms Sharafiya

The role of the Support Teacher has recently been reviewed and is something that the school is working towards. Current specific responsibilities of the Support Teacher include:

- Working collaboratively with parents.
- Developing and involving all stakeholders in the creating of the Pupil Profiles and IEP.
- Working with and supporting the Head of Inclusion, the Inclusive Education Action Team as well as external providers relating to Inclusion.
- Supporting teachers in observing, assessing, and identifying special educational needs in the school.
- Supporting teachers in ensuring student progress through forming positive and professional partnerships and then to engage them in personalized professional development programs around particular areas.
- Implementing evidence-based programs of intervention for individual and small groups of students.
- Helping to maintain the Inclusion register.
- Working with external providers relating to Inclusion.



7.2.7 Parents/guardians:

At GMS we believe that the support of the parent is crucial for inclusion to be successful and tailored to the individual needs of the student. Parents are responsible for:

- (i) Disclosing any formally identified barriers to learning that may have been previously identified to assist the school to put appropriate support in place. An application also needs to be accompanied by previous academic records, provision plans, IEP, or any other document.
- (ii) Communicating with class/specialist teacher and reporting concerns relating to Inclusion to the Head of Inclusion.
- (iii) Take part in development of their child's IEP formulation and reviewing.

7.2.8 School Counsellor: Ms. Aneesa

The Counsellor has a key role in promoting and supporting inclusive practice, some of which include:

- a) Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
- b) Being the point of contact and supporting all students including new students as required.
- c) Helping to devise ways of best supporting the students he/she works with.
- d) Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
- e) Working alongside staff and students to promote positive relationships for all students throughout the school day, including where necessary break and lunchtimes.
- f) Undertaking individual or group work with students whose behavior gives cause for concern.
- g) Supporting students with their transition plans. This could be with regards to university as well as within school in terms of support when choosing subjects or academic paths.

7.2.9 Teachers

- Advice and training for specific work or duties may also come from external professionals who work with individual students, for example a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Head of Inclusion. In line with the Dubai Inclusive Education Policy.
- Framework, close partnerships with special educational centres have been developed to ensure access to inclusive education for students with determination. Teachers are responsible for managing and creating an inclusive classroom environment.
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- Teachers share responsibility for removing barriers to learning.
- They identify barriers to learning and communicate through the referral protocol.
- Teachers collaborate with inclusion to create opportunities that ensure meaning full participation in the learning environment.
- Teachers implement individual education plans and set targets to specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, classroom accommodations in line with the expectations as set out in the Dubai Inclusive Education Policy Framework
- Teachers collaborate with inclusion to create opportunities that ensure meaning full participation in the learning environment.



- Teachers, in collaboration with the Inclusion department provide students with learning opportunities that allow students with determination to access subjects taught, encounter appropriate challenge, and promote progress.
- Teachers will collaborate effectively with Parents/Carers and inform them of any additional or different provision being made for their child.
- Teachers take the lead role in monitoring the attainment, learning, behaviour, and well-being of all students in their class. This information is recorded, and students' achievement and needs are discussed, and further planning undertaken by way of regular student performance reviews.
- Teachers play a pivotal role in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/careers and colleagues.
- Teachers are required to implement agreed accommodations in all assessments with the support of the Inclusion Department.

7.2.10 The school clinic: Dr. Shumaila, Nurse Bincy, Nurse Tiji

- The school clinic has a key role in promoting and supporting inclusive practice at the school.
- The nurse undertakes a variety of tasks which include:
 - Keeping health records.
 - Informing SLT of medical conditions which impact on learning.
 - Promoting healthy lifestyles.
 - Ensuring students are sun safe.
 - Ensuring the Health and Safety of all students under the care of GMS.

8. Students of Determination (students experiencing Special Educational Needs and Disability)

8.1 Identification of Special Educational Need and Disabilities.

- Identification of SEND may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Inclusion Support Team will review and determine the appropriate provision to ensure inclusion at GMS.
- When a concern is evident a referral will be made to the Inclusion Champion who will then liaise with the teacher and parents/care givers to ensure all are aware and can plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/care givers seek external medical advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student will be deemed as having SEND.
- Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources, which may require additional costs. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.



d) There are five broad areas that give an overview of the difficulties a student may have. However, it is important to note that a student's needs could cross one or more of the following:

- i. Communication and interaction
- ii. Cognition and learning
- iii. Social, emotional, and mental health difficulties
- iv. Sensory and/or physical needs
- v. Medical conditions or health related disabilities.

8.2 Before making a referral

- Before making a referral to a specialized service the school consults with parents or carers. An exception to this practice occurs when the school has information that indicates that a student may be at risk of harm (see Safe-guarding and Child Protection Policy)
- The school then takes instructions from the Child Protection Officer on how to proceed.

At Grammar School, we have categorized provision in 3 groups:

1. Level 1
2. Level 2
3. Level 3

8.3 Provision for Level 1 –

- Differentiated activities, strategies, accommodations, worksheets support within the class.
- SEND specialists will schedule 1:1 meeting with parent & teacher and share resources and strategies best suited for the child to make expected overall progress to cover the learning lag.
- Guiding the parent about their role as parents and role of teacher, to support and narrow the gap. Meetings to be scheduled regularly to give feedback and closely monitor progress.

8.4 Provision for Level 2 –

- When Level 1 is not meeting the student's needs, or that learning need is more severe.
- IEP details the target and effective strategies. More support is required, and this will take the form of withdrawal groups in the classroom working with a group of children.
- This will be provision that goes beyond the "normal" classroom. This may also possibly involve some external assessment and the possible cost of support.

8.5 Provision for Level 3 –

- This involves an external assessment or range of assessments.
- An IEP will include specific targets and strategies to support. A high level of support is needed – a one-to-one Learning Support Assistant.
- There will be withdrawal from lessons for extra literacy and numeracy on a one-to-one basis. The curriculum cannot be accessed without this support.

9. The Inclusion Register

- Students who are identified by the school as being, students of Determination, Gifted and Talented are well supported, nurtured, and effectively accommodated to relate education to life.
- The register will be reviewed twice a year at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

10. Specialist Support outside the school's provision – students will benefit:

- a) Specific targeted intervention for individuals. These students may have specific and/or exceptional needs that require the support from outside professionals. The school will provide appropriate advice and recommendations in any educational plans for the student. Additional costs for specialist support will be met by the parents.
- b) **The specialists** most involved in supporting students are:
 - Health Care Agencies (including GP, Psychiatrists and Mental Health Specialists)
 - Therapy Services (Occupational Therapy, Speech and Language, etc.)
 - Educational Psychologists
 - Services for the Hearing or Visually Impaired
 - Parent employed LSA (1:1 personalized support)

11. Individual Learning Support Assistant

- In a minority of cases and only when a student presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make recommendation for a 1:1 support (LSA) which is funded directly by the parent.
- Subject to termly review, the support is monitored by the school of behalf of the parent to ensure the level of support meets the needs of the student.

12. Gifted and Talented

Grammar School Dubai are committed in their mission to support the needs of all students so that they may realize their full potential. The definitions of gifted and talented students as cited from The United Arab Emirates School Inspection Framework 2016/17 and consider the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

13. Gifted and Talented Action Plan: The Three Stage Process

13.1 Audit

The purpose being to establish the extension and enrichment opportunities currently being offered to pupils both within and beyond lessons:

- a) Through the taught curriculum, both in class and in 'extra' classes.
- b) Through enrichment activities (clubs, teams, assemblies, fieldtrips, visits)
- c) Through the structuring of curriculum delivery (extension work, suggested reading and follow-up)

13.2 Identification

The Gifted and talented pupils are identified by:

Group 1): The top 5% globally within each year group will be identified by the Inclusion Team. These are students who are significantly higher than their year group peers in a subject/area in any of the following: PTs, External Exams & CAT.

Group 2): The 'highly able'. This will involve those students who fall within the top 10% globally and whose strengths may be subjected specific. Their needs should be catered for daily through planned differentiation activities as well as subject specific extension programs and workshops.

Group 3): Those students who excel in the arts, music or sport will be identified through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their needs should be catered for through organized activities with specialist coaching and opportunities to collaborate with outside organizations.

Group 4): Students who excel in areas beyond the curriculum are also recognised by GMS. These maybe students who demonstrate excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and enquiry etc. These students should be catered for through enrichment opportunities both within and outside of school.

13.2 Gifted and Talented (G&T) Register

Identified pupils are collated into a G&T Register that clearly shows what subject(s)/area(s) the student is gifted or talented in – they may be brilliant at everything, or just an amazing mathematician or cricketer. This information is filtered to Heads of Faculty to disseminate, with students in their area highlighted for class/subject teachers to use and transfer to mark books.

13.3 Plans for Gifted and Talented (G&T)

Advanced Learning Plan – is a document outlining program for identifying Gifted students and is used as a guide for education planning. It is developed for every gifted student according to the student's determined areas of giftedness, interests and instructional and effective needs.

14. Teaching, Learning Curriculum and Organization

- As appropriate, teachers will provide differentiated activities and a range of support and resources for SEND and gifted and talented students.
- Ongoing assessment against year group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students are involved in this process.
- In addition, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for identified students to work on various projects in the school and across GMS.
- Regular work scrutiny, drop ins and learning walks will be carried out and recorded to ensure consistency across the phases and subjects.

15. Staff Development and Training

- The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

16. Monitoring and review

- The Inclusion Department monitors the movement of determined students within the system in school. The department functions effectively with a detailed Action Plan providing a regular summary of the impact of the policy on the practice of the school.
- The department is also instrumental in providing strategies to teachers and supporting all involved in drawing up and carrying out Individual Educational Plans for the determined students.
- This policy will be reviewed annually by SLT and Inclusion head. The policy will be oriented to teachers periodically every year.

Review of Policy

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

Benjamin Barry

Policy review date: November, 2026

Learning today...Leading tomorrow

Date: May, 2026

Addendum: Policy Enhancements – May 2025

Stepwise Processes

A clear flowchart or diagram will be shared with stakeholders outlining the stepwise intervention pathway: Initial Concern → Observation → Referral → Screening → IEP → Tiered Support → Review. This will ensure transparency and clarity for all parties involved.

Diagnostic Screening

Formal diagnostic screening will be introduced using tools such as PAGS, GL assessments, speech and language screeners, and behavioral checklists. These will be administered based on staff referrals and reviewed in collaboration with the Inclusion Team and parents.

Alternative Pathways

Grammar School Dubai recognizes the need for flexible academic options. Alternative pathways include: (a) Functional and life skills curricula for students with complex needs; (b) Vocational opportunities for older students with SEND; (c) Work placements and cross-phase transitions supported by external partners and the Inclusion Team.

IEPs and PAGS Integration

IEPs will be formulated with all stakeholders and reviewed every term. SMART goals will be set and adjusted as required. Where applicable, PAGS profiles will be integrated to ensure strength-based, neuroaffirmative strategies are included in student planning.

Types of Support

Support will be structured under the following categories:

Type of Support	Examples	Who Delivers
Universal	Differentiation, accommodations, classroom tools	Class Teachers
Targeted	Small groups, behavior mentoring, academic booster sessions	Inclusion Staff, Counsellor
Specialist	Speech Therapy, OT, Educational Psychology, 1:1 LSA	External Agencies, Inclusion Team