

Inclusion Policy

Policy Reviewed - March 2026

Date of Next Review – March 2027

RATIONALE

At TIAD, we believe that every student has the right to access high-quality education in a supportive, inclusive, and equitable environment. Inclusion is central to our school ethos and ensures that all students—regardless of ability, background, language, or learning need—are valued, supported, and empowered to achieve their full potential. This policy reflects our commitment to fostering a culture of respect, diversity, and collaboration, in line with KHDA Inclusive Education Guidelines and CBSE holistic education objectives. It integrates best practices from high-performing CBSE schools in Dubai and ensures that students of determination are fully included in all aspects of school life.

Policy Purpose

TIAD is committed to ensuring that every learner has access to high-quality, equitable, and meaningful education in a supportive, respectful, and inclusive environment. This policy articulates our approach to identifying, responding to, and reducing barriers to learning so that all students—regardless of ability, background, or need—can participate fully, progress, and achieve. This aligns with the Dubai Inclusive Education Policy Framework and current KHDA expectations for private schools.

Guiding Principles

TIAD embraces the following principles of inclusion:

1. **Respect for Diversity:** Every student is valued and respected; diversity of ability, learning style, and identity is seen as strength.
2. **Equity of Access:** All students have access to quality teaching, curricula, and participation in all aspects of school life.
3. **Barrier Removal:** Proactive identification and reduction of barriers to learning through differentiated instruction, reasonable adjustments, and support services.
4. **Whole-Child Development:** Academic, social, emotional, language, and life-skills needs are addressed collaboratively.
5. **Collaborative Partnerships:** Inclusive practice is supported by meaningful engagement among students, families, educators, and when needed, external professionals.
6. **Data-Informed Decisions:** Assessment, monitoring, and evidence of progress guide decisions and provision.

These principles reflect KHDA's inclusive education vision which expects schools to build cultures where students of all abilities can strive for their best and engage meaningfully alongside their peers.

Scope

This policy applies to all members of the TIAD community:

- Students (KG–Grade 12)
- Teaching and non-teaching staff
- Leadership teams
- Parents and caregivers
- External professionals under contract

Definitions

- **Inclusive Education:** Practices that enable students with diverse abilities to learn together in the mainstream setting with appropriate support.
- **Students of Determination:** The term used in Dubai to refer to students with identified learning, physical, sensory, communication, social, emotional, or behavioral challenges alongside strengths.
- **Barrier to Learning:** Any obstacle that limits a student's ability to access, engage with, or progress in the curriculum or school experiences.

In line with the latest Revised Categorization System for Students of Determination, the school recognizes and supports both students with a formal diagnosis, classified under the nationally approved disability categories, and students identified by the school through evidence-based indicators and learning barriers. This approach ensures early identification, equitable access, timely intervention, and inclusive educational provision in accordance with UAE legislation and KHDA requirements.

- **Formally Diagnosed Student** of Determination is a student who has an official medical, psychological, or educational assessment report issued by a licensed specialist and is categorized under one of the 11 national disability categories, in line with UAE legislation.
- **School-Identified Student** of Determination is a student who demonstrates evidence-based indicators of a possible disability identified through observations, screening tools, progress data, and intervention records; such students are categorized using recognized barrier categories and provided timely support while awaiting or without a formal diagnosis.



KHDA Categorization

Overview of Responsibilities

Principal and Senior Leadership Team (SLT)

The principal, along with the Vice Principals and the SLT, is responsible for the implementation and monitoring of Learning Support provisions.

Phase Leaders-

The school has four phase leaders who support the class teachers and Head of Inclusion in providing the effective operational delivery of focused intervention in their phases. The support team includes Learning Support Assistants, Special Educators, and Counsellors.

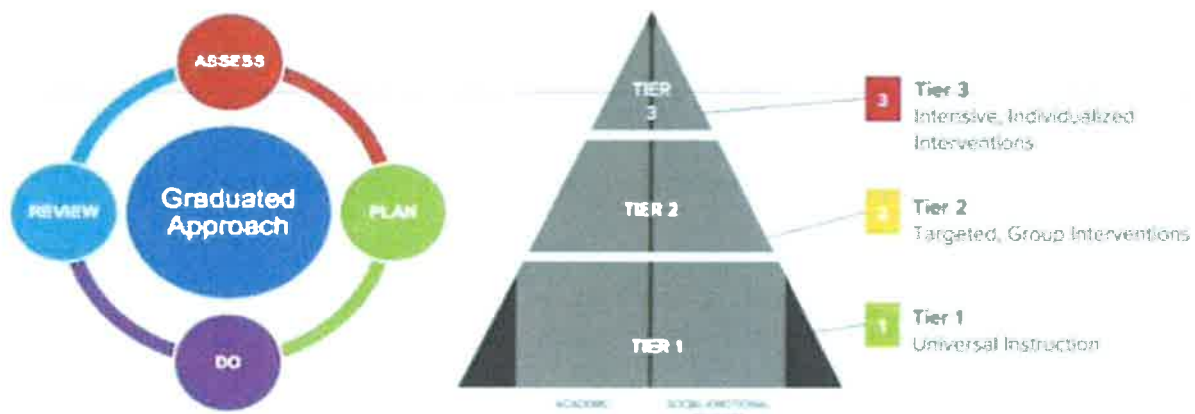
The team is responsible for the day-to-day implementation of the learning support provisions:

- Conduct assessments to identify student's learning needs and share the finding with parents and teachers.
- Ensure timely and appropriate intervention strategies, in class and outside.
- Plan, develop and evaluate learning support programs to meet identified learning, behavioural and socio-emotional needs.
- Share strategies with staff and parents to support the implementation of the learning goals.
- Reinforce the inclusive ethos within the school by raising awareness and sensitization campaigns.
- Liaise with outside agencies whenever required.
- Contribute to the continuous professional development (CPD) of staff.
- Coordinate with the Inclusion council to cultivate diversity and inclusion by transforming the environment where individuals are valued for their talents and empowered to reach their full potential.

Additional support provided by

- Teachers – in their respective subjects through enhancement classes.
- Student mentors- as designated by the SLT or the Inclusion Team.
- Parent volunteers working under the guidance of the Inclusion Team.
- Learning Support Assistants for identified students- they may be with the child all the time or offer partial support during designated periods only.
- Student may receive extra support (Speech/ Occupational Therapy, etc.) outside of school or receive the same in school from the visiting therapists identified by the school.

Graduated Approach – Identification and Support Pathway



Step 1:

Identification

Referred by

Students who experience low-level barriers to learning benefit sufficiently from differentiated teaching and general support within the classroom.

- Teacher/Supervisor/Parent
- SNAP assessment
- WRAT assessment
- Students scoring less than 85 in CAT4 or scoring repetitively low in other performance test reports.
- Identification of the new students during the admission.
- The school follows the social model which means admission is not incumbent on a medical or formal psychological diagnosis. By and large all students even those who have special needs are admitted if the school can support their special educational needs.
- All new students who are admitted from grade (4-12) attempt the CAT4 assessment at the time of admission. The inclusion team meets with the student/parents if the child scores less than 85 in minimum two batteries, to carry out any informal assessment so an effective home plan/program and strategy for classroom support may be planned even before the student begins formal schooling.
- The same is applied for the student's seeking admission in KG-grade 3.
- Information from the previous school, if any, is sought if the special educator needs clarity on matters related to the student's learning (e.g. documents such as the IEP and/or professional diagnosis reports).

Referral

- Teacher informs HOS /Supervisor and Inclusion Team.
- Classroom observation is conducted- strategies may be suggested OR further investigation may be recommended.
- Informal assessment with parent's consent
- Self- referral by the students.
- Referral by peers
- Referral from non-teaching staff

Step 2: Documentation

Students who are achieving below age-related expectations within the curriculum, because of identified difficulty, condition, or disorder.

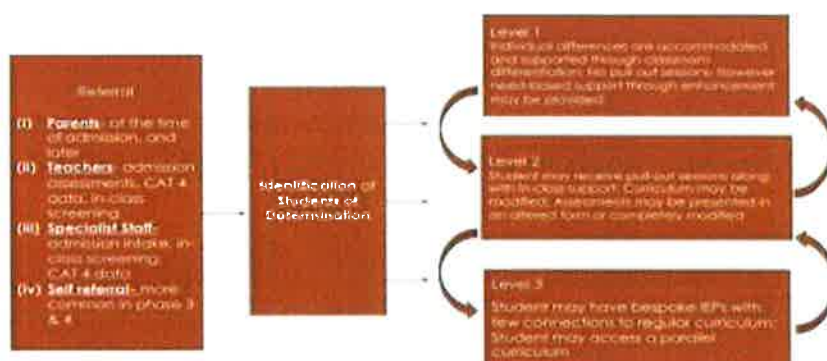
- Plan the support program (IEP/ILP BMP/ DLP/CSP) for the student with teacher and parent input.
- Share plan with Teacher and SLT.
- Design Behaviour Intervention Plan as required, in line with the school's Behaviour Policy.

Step 3: Support

Students who experience the most significant barriers to learning.

- Push-in and Pull-out sessions with the Special Educators.
- Teacher/Class orientation by the team.
- Buddy support in class, if required.
- Learning Support Assistants may support the child in class full-time, or part time, only when recommended by the Special Educator/ Counsellor.
- Peer mentoring , senior students support students with learning challenges following the class curriculum.
- Enhancement classes- teacher goes over concepts with the student on a one-on-one basis or in a small group setting.
- Parent Volunteers or student volunteers (mostly ex-students of the school) may support the child in the regular class.
- Academic concessions/modifications granted by the school and the council.
- Scaffolding for independent learning.
- Modifying the curriculum and assessments, only if needed

Flowchart of graduated approach



Curriculum modification

- All students with learning challenges will be actively supported in their learning. They will be encouraged to access the regular curriculum with a scaffolded approach if required and offered alternate curriculum pathways when needed.
- Modified Curriculum may be offered to students who need a scaffolded approach to learning and meeting classroom goals. The modifications are arranged in a tiered system with effective tapering down, to ensure that the student learns and makes progress with his/her peers, and the student is readied to meet the assessment requirements.
- Alternative curriculum pathways are also offered to students with severe cognitive deficits so they may continue to learn in common learning environment.
- Concessions in assessments is in accordance with provisions granted by the Council for CBSE board examinations. However, there may be some internal allowances to ensure that the student's active participation in the learning process.

Concessions offered during board examinations:

The Council grants the following concessions to students who have been formally diagnosed as having Special Educational Needs:

- **Extra time for completing written assignments:** The student gets extra time during written assessments and examinations (15 minutes per hour - 25% additional time). Students may be given additional time to complete homework, assignments, and projects.
- **Use of a Computer and Calculator:** Students with severe physical or writing difficulty are allowed the use of a computer to complete written work. Students are allowed to submit typed work in lieu of written work. Students with challenges in numeracy are allowed the use of a calculator.
- **Exemption from studying additional languages:** Students with learning challenges, from Grade 8 upwards are exempted from learning the Second Language. Students are also exempted from learning Arabic/Math on a case-to case basis as granted by the Ministry of Education, Dubai.
- **Use of a reader:** Students with reading difficulty can have the assessment/question paper read out to them. The questions must only be read out aloud and not explained to the student.
- **Use of an amanuensis:** Students with motor or writing difficulty are allowed the use of a scribe during examinations. The scribe must be a student from a lower grade for e.g., if the student is from the 9th grade, the scribe should be from the 7th or 8th grade. The scribe and the student should have time to practice working together before the examination/assessment.

Other Accommodations:

- Enlarged print and/or change in font/ bigger question paper/worksheet may be used for a student with visual/writing issues.
- The language in the question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of copywriting.

Step 4: Evaluating Progress:

- Progress for students in KG will be evaluated on the IEP/ILP/BMP goals and teacher anecdotal records to assess effective transfer of learning.
- Students on level 1 and level 2 will be evaluated by tracking their progress on the skill-based tracker, assessing performance in formative and summative classroom assignments that may be conducted during and at the end of every term.
- Students on level 3, and those accessing alternate curriculum pathways will be evaluated on the progress they make in their IEP goals.

Graduated Weaning-off Support

All students who have identified needs and have intervention programmes are reviewed regularly. The graduated response is a fluid process, and students can move between levels as necessary. All students' progress is reviewed annually for their placement on the register and when a student has achieved their targets they can be removed from the register.

The review is based on the following:

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| 1. Reflection and analysis by the inclusion team | 4. Classroom Observations |
| 2. Assessment Data | 5. IEP/IAP target reviews |
| 3. Teacher Feedback | 6. Parent Feedback |
| | 7. Student Feedback |

The Inclusion team will monitor the student and keep a record of the student for one term who has been weaned-off support.

Safeguarding guidelines for Students of Determination

- Safeguarding the welfare of Students of Determination is everybody's responsibility and given that we know that these students are more vulnerable to abuse than other children, awareness amongst professionals about safeguarding them and what constitutes best practice, is essential.
- Training for all staff including the bus drivers and support staff to enable them to respond appropriately to signs and symptoms of abuse or neglect in children of SEN.

Communication

Comprehensive communication is carried out with parents in both formal and informal ways through:

- Newsletter
- Podcast
- Calendared Meetings with the Inclusion Team
- Coffee Morning/Evening
- Parent-Teacher Conferences
- Sunshine Calls
- School Circulars
- Mograsys/ Teams
- Social Media Posts

Regards,

Kale

Principal

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LEAMS