

Inclusion Policy

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1. Introduction

AIS Dubai is committed to providing an education that is inclusive, sets high expectations for all students, and supports each learner in achieving their full potential. We believe that all students have the right to receive a quality education, regardless of their individual needs, and our commitment is to nurture, care for and welcome every student within our school community.

AIS Dubai caters for students with a wide range of additional learning needs and includes each student in everyday school practice. Our approach focuses on understanding each child as an individual, ensuring that appropriate support is in place to enable them to access learning and make progress. Admission decisions are made on a case-by-case basis, based on the school's ability to meet the student's needs and support their development.

Quality education is achieved at AIS Dubai for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. As an inclusive school, AIS Dubai has developed a "Support for Learning" model which is highly responsive to the needs of all learners. This includes students who require learning or behavioural support, those with educational needs arising from medical conditions, students requiring extension and enrichment, and those learning English as an additional language.

We recognise that inclusive education is not a project or an initiative, but the progressive development of attitudes, behaviours, systems and beliefs that enable inclusion to become embedded within the culture of the school. High-quality teaching is the first step in responding to students who may have additional needs, supported by a graduated approach of assess, plan, do and review.

At AIS Dubai, our focus is on need, not disability, and we are committed to identifying and removing barriers to learning so that all students can participate fully in school life and achieve success academically, socially and emotionally. This approach is aligned with the expectations of KHDA and the Dubai Inclusive Education Policy Framework, supporting the development of a fully inclusive and supportive learning environment.

2. Purpose of the Policy

This policy describes the way in which AIS Dubai meets the needs of students who experience barriers to their learning. These barriers may relate to sensory or physical impairments, learning difficulties, social or emotional development, or factors within the learning environment.

The purpose of this policy is to ensure that all students, including Students of Determination, are provided with appropriate support to enable them to access a high-quality education and make progress in line with their individual abilities and needs. It outlines the processes and provision in place to identify, support and monitor students who require additional educational support.

This policy also provides guidance for staff, parents and the wider school community on the roles and responsibilities involved in supporting inclusive education at AIS Dubai. It promotes a consistent, whole-school approach to inclusion, ensuring that barriers to learning are identified early and addressed through appropriate strategies and interventions.

In line with the expectations of KHDA and the Dubai Inclusive Education Policy Framework, this policy supports the development of an inclusive environment where all students are able to participate fully in school life and achieve their full potential.

3. Vision, Values and Inclusive Ethos

AIS Dubai is a diverse and inclusive school community that values the individuality of every student, reflecting our Australian spirit. We recognise that students come from a wide range of cultural, linguistic and socio-economic backgrounds, and we believe this diversity enriches the learning environment and supports the development of respectful and inclusive relationships.

At AIS Dubai, we believe that every student has a gift and the ability to learn. All students should be supported to demonstrate progress in their learning at their own level and pace. We are committed to providing a quality education for all students, including those who require additional support, those identified as Students of Determination, those learning English as an additional language, and those who require extension and enrichment opportunities.

Our inclusive ethos is underpinned by the belief that all students have the right to access education and participate fully in school life. We aim to create a safe, caring and stimulating environment where students can grow and develop emotionally, socially, physically and academically. High expectations are maintained for all learners, supported by appropriate differentiation, personalised learning and targeted provision.

AIS Dubai adopts a whole-school approach to inclusion, where all teachers are responsible for meeting the needs of all learners. We are committed to continually developing our knowledge, skills and practices to ensure that inclusive education is embedded across all aspects of school life. Cultural and linguistic diversity, as well as individual learning needs, are recognised and respected in all teaching and learning experiences.

Learning at AIS Dubai is personalised to meet the needs of each student. We strive to provide high-quality teaching and differentiated learning experiences that enable all students to access the curriculum and achieve their full potential. Support may include modified individual plans, targeted interventions, or extension opportunities for students working above their expected level.

We are guided by UAE Federal Law 29 (2006) and Law 2 (2014) concerning the rights of People of Determination, and are committed to ensuring that inclusive education remains at the centre of our school culture. Our focus is on need, not disability, and we aim to remove barriers to learning to ensure all students feel valued, supported and included.

At AIS Dubai, inclusion is not seen as a separate programme, but as an integral part of everyday school life. It is reflected in our attitudes, values, systems and practices, ensuring that all students are welcomed, supported and given the opportunity to succeed.

Support for Learning Model

The Support for Learning Model outlines how students will be supported at AIS Dubai and who is responsible for that support. Key features include:

- On enrolment, assessments assist class teachers and support staff to identify personalised learning journeys for students.
- Class teachers work with support staff to develop enhanced support access where required, and the team works closely together to deliver ongoing feedback to support student learning growth.
- Support staff report to the Principal and Heads of School across the term or as required.

AIS Dubai is dedicated to promoting equity and inclusion through a whole-school approach, where all staff share responsibility for supporting students and removing barriers to learning. This includes providing high-quality teaching, differentiated learning experiences and appropriate interventions to ensure that all students are able to make progress.

The school works in partnership with students, parents and external specialists to ensure that support systems are effective and responsive to individual needs. Through ongoing reflection and development, AIS Dubai aims to continuously strengthen its inclusive practices and ensure that all students are valued, supported and empowered to reach their full potential.

We can proudly say that our ethos is fully aligned with the following standards of the Dubai Inclusion Policy Framework:

- Identification and Early Intervention
- Admissions, Participation and Equity
- Leadership and Accountability
- Systems of Support for Inclusive Education
- Special Centres as a Resource for Inclusive Education
- Co-operation, Coordination and Partnerships
- Fostering a Culture of Inclusive Education
- Monitoring, Evaluation and Reporting
- Resourcing for Inclusive Education
- Technical, Vocational Education and Training (TVET), Higher Education and Post-School Employment

'My Community... A city for everyone' — HH Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum

4. Legislative and Regulatory Framework

AIS Dubai is committed to delivering inclusive education in accordance with UAE legislation and international best practice. The school ensures that all policies and practices align with the requirements and expectations set by national regulatory bodies and educational frameworks.

This policy is guided by the following key legislation and frameworks:

- UAE Federal Law No. 29 (2006) concerning the Rights of People of Determination
- UAE Federal Law No. 2 (2014) concerning the Protection of the Rights of People of Determination
- The Dubai Inclusive Education Policy Framework
- The UAE School Inspection Framework
- Implementing Inclusive Education: A Guide for Schools
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- Advocating for Inclusive Education: A Guide for Parents

As an Australian curriculum school, AIS Dubai also aligns with relevant international legislation and guidance, including:

- Disability Discrimination Act 1992 (Australia)
- Disability Standards for Education 2005 (Australia)
- Education Queensland Inclusive Education Policy

These frameworks collectively guide the school's approach to inclusive education, ensuring that students of determination are provided with equitable access to education, appropriate support and opportunities to participate fully in school life.

AIS Dubai is committed to continuously reviewing and developing its inclusive practices in line with updated KHDA requirements and international best practice, ensuring that inclusion remains embedded across all aspects of the school environment.

5. Definition of Inclusion

Inclusive education means that all students are able to access and fully participate in learning alongside their similar-aged peers, supported by appropriate teaching strategies, differentiation and reasonable adjustments to meet their individual needs.

Inclusive education ensures access to quality education for all students by effectively responding to their diverse needs in a way that is accepting, respectful and supportive. It is a process through which schools develop systems, classrooms, programmes and practices so that all students are able to learn, develop and participate together.

An adjustment is a measure or action taken to assist a student to participate in education on the same basis as their peers. An adjustment is considered reasonable when it meets the needs of the student while balancing the interests of all members of the school community.

Inclusive education is embedded in all aspects of school life and is reflected in the culture, policies and everyday practices of AIS Dubai. It is not about treating all students the same, but about recognising individual differences and proactively identifying and removing barriers that may restrict students' participation, achievement and learning.

Inclusive education differs from other approaches in the following ways:

- **Integration** – students are placed in a mainstream setting with their peers, but adjustments may not be made to meet their individual needs, limiting their ability to fully access learning.
- **Segregation** – students are educated in separate environments designed to meet specific needs, away from their peers.
- **Exclusion** – students are unable to access education or participate in learning opportunities.

At AIS Dubai, inclusion is a whole-school responsibility, where the curriculum, physical environment and school community reflect and respond to the diverse needs of all students.

6. Expectations

At AIS we have high expectations of all students, recognising that, with the right support, all students can succeed (*Education QLD Inclusion Policy/KHDA Inclusion*)

We take a system-wide approach to:-

- Implementing inclusive education systemically, based on evidence, across our school setting. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across our school community.
- Leadership, at all levels within our school setting committing to and being accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.
- Ensuring every member of our school community, including teachers, support staff, volunteers, families and students, work collaboratively to ensure ALL students can access and participate in all aspects of school life. Curriculum is provided to ALL students in ways that are age appropriate and responsive to diverse learning needs.
- Working with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.
- Ensuring students and families feel welcome, respected, included and safe in our school. We embrace and make visible diversity and support respectful relationships within the school community. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.
- Ensuring our school leaders, teachers, department staff, support staff and volunteers continue to build expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.
- Maintaining school and classroom designs to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We strive to ensure that students can access and participate in all school events.
- Our school continues to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in our students' education.
- Monitoring the progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels.

7. Roles and Responsibilities



Karen McCord

**Executive Principal &
Head of Secondary**



Linda Elder

Head of Primary



Surj Wright

Head of Academics



Sanobia Palkhiwala

**Head of Early Learning
& Wellbeing**

Executive Principal

- Takes responsibility for ensuring our school continues to strive to be an example for inclusivity.
- Ensures that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits.
- Provides opportunities for training of educators and staff at all levels to increase their awareness about students of determination and enable them to best support these students.
- Provides teaching and non-teaching staff with the opportunities for support and training they need in order that their work promotes the best outcomes for each student.

Leadership Team - Head of Primary, Head of Academic, Director of Early Learning

The Leadership Team takes overall responsibility for embedding inclusive practice across the school and includes: the Executive Principal, Head of Primary, Head of Academic, and Director of Early Learning. Responsibilities include:

- Promoting a whole-school culture that removes barriers and supports inclusion.
- Ensuring that the principles of inclusion are applied to all activities in which students engage, both on and off campus.
- Providing training to educators and at all levels to increase awareness of Students of Determination and equip staff to best support them.
- Providing teaching and non-teaching staff with the support and professional development they need to promote the best outcomes for each student.

- Ensuring compliance with KHDA standards, the Dubai Inclusive Education Policy Framework and UAE Federal Law.

- **Inclusion Department**



Farhana Nadeem

Head of Inclusion



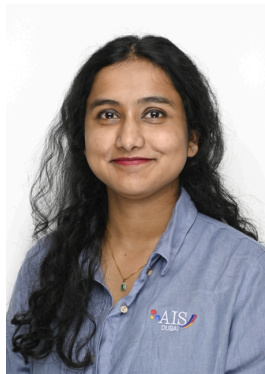
Thomas Garland

**English Language
Learners Coordinator**



Jenna Thenuwara

**Inclusion Case
Mentor**



Swathy Padmagirisan

**Inclusion Support
Assistant**



Rosa Arabi

**Inclusion Case
Mentor**

Head of Inclusion

- Develops and ensures adherence to the Inclusion Policy.
- Leads departmental compliance with KHDA standards and reporting requirements to the Executive Team.
- Attends admission meetings for prospective students with additional needs.
- Coordinates with Inclusion Case Mentor for all incoming students with identified Students Of Determination (SOD).
- Serves as the first point of referral for students identified with SOD post-admission.

- Oversees opportunities for training, development and regular team meetings for all Students Support Assistants (SSAs) and Learning Support Assistants (LSAs).
- Liaises with external agencies, specialists and parents to ensure holistic support.
- Development and review of provision maps, IEP documentation systems and leads the collaborative departmental action plans.
- Conducts training for teachers and support staff on inclusive practices, differentiation strategies and SOD awareness.
- Leads quality assurance of all IEP, BIP and ILP documentation to ensure targets are SMART, current and reviewed termly.
- Oversees the allocation and deployment of Learning Support Assistants (LSAs) across year groups.
- Maintains accurate, confidential records of all students receiving SOD support in line with school and regulatory requirements.
- Supports student transitions including between year groups, phases and schools to ensure continuity of provision.
- Reports regularly to the Principal on inclusion data, trends and departmental progress.
- Monitors and evaluates the effectiveness of support strategies through data analysis and stakeholder feedback.

English Language Learners Coordinator

- Identifies students who require English Language Learning support through initial screening and ongoing assessment.
- Designs and oversees the ELL program, including withdrawal and push-in sessions.
- Conducts separate classes for the instruction of English language to ELL students.
- Administers standardised English proficiency testing at regular intervals throughout the academic year.
- Coaches and supports teachers in differentiated instruction, modifying language demands, and using strategies such as scaffolding, visual supports, and sentence frames to make content accessible for ELL students.
- Tracks student language proficiency progress over time, maintains accurate records, and reports to leadership and relevant bodies (e.e., KHDA) on ELL student outcomes and program effectiveness.
- Maintains a register of students, their profiles, and their attainment documentation.
- Acts as the key point of contact for ELL families by communicating with accessible language, supporting transitions into the school, and ensuring parents understand their child's language learning journey and how to support it at home.

Inclusion Case Mentor

- Acts as first point of contact for parents and teachers regarding Students Of Determinations (SOD's) if there is a concern or incident of note.

- Maintains and updates all Individual Education Plan (IEP), Behaviour Intervention Plan (BIP) and Individual Learning Plan (ILP) documentation.
- Liaises with teachers about student progress and next steps.
- Arranges and carries out IEP meetings with parents and teaching staff.
- Conducts pull-out or push-in sessions as applicable to parent consent.
- Observes classes to provide intervention, assess SOD participation and engagement with the curriculum and resources.
- May provide specialised intervention support to primary Arabic exemption students during Arabic lessons.
- Develops and reviews baseline assessments, present levels of functioning and SMART goal-setting for each student.
- Communicates with external specialists and shares relevant reports with the teaching team.
- Coordinates access arrangements and assessment accommodations for internal and external examinations.
- Supports student transitions including between year groups, phases, and schools to ensure continuity of provision.
- Maintains confidentiality of all student information and SOD documentation.

Inclusion Support Assistant

- Delivers baseline assessments for incoming students IEP documentation.
- Delivers pull-out or push-in sessions as directed by the Inclusion Case Manager applicable to parent consent.
- Supports the implementation of IEP strategies within the classroom.
- Records observation notes and evidence of progress to contribute to monitoring and review processes.
- Maintains confidentiality of all student information and SOD documentation.

Teaching and Classroom-based Staff

Inclusion is a whole-school responsibility. All staff must be aware of strategies and procedures to support all students — including those with additional needs — through effective differentiation or appropriate referral.

Effective Teaching

- Teachers build confidence, motivation and self-esteem through a safe, calm and supportive classroom atmosphere.
- Lessons are differentiated to meet the diverse needs, abilities and learning styles of all students.
- No student will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual.

- All teachers at AIS Dubai are teachers of students with SOD, and are committed to continuously updating their knowledge and practice.

Effective Learning

- Supports all students to achieve both academically and socially at their individual levels, regardless of ability.
- Requires teachers, parents and external professionals to work collaboratively to remove learning barriers.
- Supports class teachers in producing IEPs and IEP Curriculum Plans where a student is working two or more years above or below their age level.
- Raises awareness of learning differences and learning styles and how they are addressed within the school community.

Teachers

- Manages and creates an inclusive classroom environment.
- Share full responsibility for removing barriers to learning for all students in their class.
- Identify barriers to learning and communicate concerns through the referral process.
- Collaborate with the Inclusion team to create opportunities that ensure meaningful participation in the learning environment.
- Implement IEPs, ILPs, and BIPs and set targets in specific areas of the curriculum through differentiated lesson planning and classroom support plans.
- Collaborate with the Inclusion team to ensure Students of Determination can access all subjects, encounter appropriate challenges and make meaningful progress.
- Take the lead role in monitoring the attainment, learning, behaviour and well-being of all students in their class.
- Communicate with parents and carers, keeping them informed of any agreed upon additional or different provision being made for their child.

Student Support Assistants (SSA)

- Support the delivery of differentiated learning activities under the direction of the class teacher.
- Work with small groups or individual students to reinforce learning and provide targeted support.
- Contribute observations and evidence of student progress to the Inclusion team.
- Follow the guidance set out in IEPs, BIPs and ILPs when working with identified students.

- Promote student independence and confidence, avoiding over-reliance on adult support.

Learning Support Assistants (LSAs)

- Provide one-to-one or close support for students who require personalised assistance to access the curriculum.
- Collaborate with the class teacher and Inclusion team to align support strategies with IEP goals.
- Assist with non-instructional tasks while promoting student autonomy and self-regulation.
- Facilitate peer interaction and promote social inclusion alongside academic support.
- LSAs may be employed by the parents of identified students where the school has determined this level of support is necessary.
- Inform parents and the Inclusion Case Mentors of their absence, at the earliest possible time.

- **Partnerships with Parents and External Agencies**

AIS Dubai recognises that genuine partnership with parents and external agencies is essential to achieving the best outcomes for Students of Determination. Regular communication, transparency and mutual respect underpin all collaborative relationships.

Communication with Parents:

- Regular meetings are held with parents, classroom teachers, support staff and external agencies.
- Case-sensitive student information is handled with the strictest confidentiality and shared only with those directly involved in the student's learning.
- Parents are kept fully informed of all decisions, changes to provision and progress updates.
- Parent agency is supported through decision-making at all levels.

Partnerships with External Specialists:

- AIS Dubai works with selected educational psychologists, occupational therapists, speech and language therapists and other specialists as required.
- External specialists are encouraged to liaise directly with the school Inclusion Team to ensure students are supported holistically and consistently across all environments.
- Specialist reports are incorporated into IEP planning and provision decisions.

Parents

- Are valued and respected partners in the educational journey of their child.
- Provide the school with copies of all medical, psychological or educational assessments and reports prior to and upon enrolment, to enable effective planning.

- Notify the school if they are aware or suspect that their child has, or may have, a learning difficulty, so that appropriate provision planning can be put in place without delay.
- Are encouraged to engage openly and honestly with the Inclusion team, attending IEP meetings and contributing to the development and review of support plans.
- Are asked to continue accessing and facilitating any specialist therapy or external support recommended for their child, to complement the provision offered at school.
- Will be consulted before any formal documentation, IEP, ILP, BIP or external referral is finalised whose students have an LSA and are at risk of escaping the classroom or injuring themselves or others, are required to follow advice from the Inclusion Case Mentor regarding attendance in the event that their LSA is unable to attend school with the student.
 - If it is deemed unsafe for the student to attend school in the absence of their LSA, parents must keep their child at home and report their absence to the school via the usual channels.

Please note: ensuring disclosure of relevant information, including reports or assessments, will help us to provide appropriate support, while omitting to do so could affect the student's progress and well-being.

- **Government Authorities:**

Education Queensland's/ Australian Federal Policy's

- Supports all inclusion policies and procedures associated with Australian curriculum delivery at AIS Dubai.
- Policy framework underpins the school's approach to inclusive education, including the Education Queensland Inclusive Education Policy.
- Disability Discrimination Act 1992 and the Disability Standards for Education 2005 (Australia). Informs AIS Dubai's obligations for curriculum delivery.

Ministry of Education

- Provides the overarching legislative and regulatory framework within which AIS Dubai operates.
- Establishes requirements for the identification, provision and reporting of support for Students of Determination in private schools.
- Informs AIS Dubai's compliance obligations under UAE Federal Law No. 29 (2006) and Law No. 2 (2014) concerning the rights of People of Determination.

Knowledge and Human Development Authority (KHDA)

- Ensures that AIS Dubai's inclusion policy and practices are aligned with UAE law and the Dubai Inclusive Education Policy Framework.
- Serves as an advocate for the rights of Students of Determination in Dubai private schools.
- Conducts school inspections and evaluates the quality and effectiveness of inclusive provision.
- Provides guidance on SOD categorisation, reporting requirements and non-admission processes.
- Processes applications for a student to receive an Arabic exemption

6. Confidentiality and Data Protection

- AIS Dubai is committed to maintaining the confidentiality and security of all student information, in particular information related to SOD, medical conditions and individual learning needs.
- All SOD-related documentation (IEPs, BIPs, ILPs, external reports, medical records) is stored securely and accessed only by staff directly involved in the student's education and support.
- Information about a student's additional needs is shared with staff on a need-to-know basis, ensuring that those who work with the student are appropriately informed.
- Parents and carers are kept informed of how their child's information is used, stored and shared.
- Student data is handled in accordance with applicable data protection legislation and KHDA reporting requirements.
- Confidential information is not shared with third parties without explicit parental consent, except where required by law or where there is a safeguarding concern.
- All staff are made aware of their responsibilities in relation to confidentiality as part of their induction and ongoing training.

Additional Educational Needs Register (AENR)

A register of all Students of Determination is maintained. The AENR ensures that all staff working with students have access to up-to-date information to meet individual needs effectively. The ANER includes student demographic information, Student of Determination KHDA categorisation, level of support, and a link to relevant IEP, ILP, or BIP documents. In accordance with KHDA guidelines, separate lists are maintained for students with a formal diagnosis, and students with evidenced learning barriers who do not have a formal diagnosis.

The AENR is held in the strictest confidentiality, and is not shared with personnel outside of AIS Dubai. The placement and categorisation of students on this list is in accordance with parental consent.

9. Students Of Determination (SOD) – Definition and Categories

A Student of Determination is defined as a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder their full and effective participation in education on an equal basis with peers of the same age.

KHDA Categorisation for Students of Determination

In accordance with official guidelines, AIS Dubai categorises Students of Determination using the categorisation system required by the KHDA. The system consists of two sets of categories, used depending on if students have a formal diagnosis or are identified as having a learning need without a formal diagnosis.

The categorisations are available at the following link, and are presented for each student within their IEP, ILP, or BIP documentation:

[KHDA Guide for Implementing the Categorisation System for Students of Determination](#)

At AIS Dubai, Students of Determination may require specialist support, curriculum modification or individualised planning to ensure they are able to make progress in line with their individual starting points. This may include support within the classroom, targeted interventions or additional provision to enable access to learning.

Students do not require a formal medical diagnosis to be identified as having additional educational needs. AIS Dubai recognises that barriers to learning may arise from a range of factors, and all students are considered on an individual basis to ensure appropriate support is provided.

In addition to Students of Determination, AIS Dubai recognises that students with Special Educational Needs may include:

- students with targeted educational needs requiring specific provision
- students with medical conditions
- students who are new English language learners (ELL)
- students requiring extension and enrichment

AIS Dubai follows the categorisation outlined in the UAE School Inspection Framework, which identifies four broad areas of need:

Categories of Need

1. Cognition and Learning

- Intellectual Disability
- Specific Learning Disorders (e.g. Dyslexia, Dyscalculia)
- Multiple Disabilities

2. Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech and Language Disorders

3. Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health Needs

4. Physical, Sensory and Medical

- Sensory Impairment (hearing and/or vision)
- Physical Disability
- Chronic or Acute Medical Conditions

AIS Dubai recognises that each student's needs are unique, and support is tailored accordingly to ensure that all students are able to access learning and participate fully in school life.

10. Admissions and Equity of Access

At AIS Dubai we adhere to UAE Federal Law No. 29 (2006) and Law No. 2 (2014) regarding the education and outcomes of Students of Determination. Our admissions process reflects our inclusive values: every applicant is considered individually, and no student is refused admission based solely on their additional needs.

Our admissions commitments include:

- Students are not refused admission based solely on their various needs.
- All applicants have the right to be considered for enrolment.
- All applicants are fairly and equitably assessed.
- Collaboration between parents and previous schools ensures a smooth transition.
- Provisions will be made to reduce or remove barriers during assessment processes; access arrangements will be based on the student's usual way of working.
- Students of Determination will receive sibling priority, subject to the availability of places.
- Students of Determination will be provided with appropriate levels of support, accommodations and curricular modifications to access the same educational opportunities as their peers.
- Exploring options for engaging a Learning Support Assistant if parents or the school identify that is a requirement to meet the needs of the student in the classroom, following which parents may be required to provide a LSA.
- The Admissions Team works in close partnership with the Inclusion Programme Support Team to assess incoming students' educational needs and plan appropriate provision. The Inclusion team uses diagnostic testing data, previous IEPs, external reports and assessment results to determine the type and level of support required.

Admission Process for Students Of Determination (SOD)

This section outlines the admission process as it applies to all prospective students, with specific guidance on how the school identifies, communicates, and responds to Special Educational Needs (SOD) from the very first point of contact.

The process described below ensures that families receive transparent, timely, and compassionate communication, while giving the school's inclusion team sufficient information to put the right support in place before a student's first day.

We proceed through the following steps during the admissions process:

1. Initial Enquiry and Expression of Interest
2. Application Submission
3. Application Review
4. SOD Assessment

5. Interview and Assessment
6. Outcome: Offer, Waitlist, or Non-Admission
7. Finalising the Admission: SODNotification and Handover to Enrolments

Step 1. Initial Enquiry and Expression of Interest

The admission journey begins when a family makes an initial enquiry — whether by telephone, email, or through the school website. All enquiries are received by the Admissions Office, which serves as the primary point of contact throughout this first stage.

Key Actions

- The Admissions team sends a confirmation email acknowledging receipt of the enquiry.
- A school tour is arranged so the family can visit the campus and meet key staff.
 - The Head of School (HOS) is confirmed as available to attend the tour wherever possible.
- During or following the tour, the Admissions team has an initial conversation with the family to understand the child's background, previous schooling, and any relevant needs or support history.

Inclusion Note: Families are encouraged, at this earliest stage, to share any known SOD diagnoses, existing support plans, external support received, or concerns about learning. This allows the team to be proactively involved from the outset in supporting the new student.

Step 2. Application Submission

Families who wish to proceed are sent an Admission Application Link along with a 'thank you' email confirming next steps. The application must be completed in full and submitted alongside the applicable application fee.

Documents that are requested to be shared with the Admission Application include:

Document	Purpose
Previous school reports	Academic attainment and progress history
Previous medical reports	Health and other conditions relevant to schooling
Previous LSA documentation	Evidence of Learning Support Assistant provision
Previous IEP / support plans	Individual Education Plans or equivalent SOD documentation

Inclusion Note: Submission of previous LSA or IEP documentation does not affect the outcome of the application. This information is used solely to ensure appropriate provision is planned in advance.

Step 3. Application Review

Once an application is received, the Admissions team carries out a thorough review in two stages:

Stage A – Document and Detail Check

- The application form is checked for completeness and accuracy.
- Uploaded supporting documents are reviewed against requirements.
- Any missing documents are followed up with the family promptly.

Stage B – Referral to Senior Leadership

- The completed application is shared with the Head of School (HOS) and, where applicable to, the Head of Inclusion (HOI).

At this stage:

- The HOS reviews the application in the context of available places and year group suitability.
- The HOS assesses whether the child's profile suggests any Special Educational Needs, and advises accordingly.
- Where SOD indicators are present, the query is forwarded to the Head of Inclusion (HOI) and the SOD team for specialist review.

Step 4. SOD Assessment at Application Stage

Identifying potential SOD at the application stage is central to the school's inclusive admissions philosophy. The following pathway is followed:

Scenario	Action	Responsible
No indicators of SOD	Proceed to interview/assessment decision	HOS / Admissions
Possible SOD identified	Application referred to HOI and SOD team for review; family informed	HOS + HOI
Confirmed SOD	Full SOD review conducted; parents consulted; support planning initiated	HOI + SOD Team

Inclusion Note: The school's ability to meet a child's SOD is assessed honestly and transparently. Families are supported and involved throughout this process and kept fully informed of all decisions.

Step 5. Interview and Assessment

The Admissions team, in consultation with the HOS, determines whether a formal interview or academic assessment is required prior to an offer being made.

If Interview / Assessment Required:

- Parents and the applicant are invited to attend a meeting at school.
- The interview is conducted by relevant staff, which may include any combination of the HOS, class teacher, and HOI (if SOD identified).
- Assessment tasks are age-appropriate and designed to understand the child's learning profile, *not* as a barrier to entry.

If No Interview / Assessment Required:

- The application proceeds directly to the offer stage based on the documents reviewed.

Step 6. Outcome: Offer, Waitlist, or Non-Admission

Following review and, where applicable, interview/assessment, the school communicates one of three outcomes to the family:

Outcome	Next Steps
Successful (Place Offered)	Admission team initiates Handover to Enrolments. If SOD has been identified, the SOD team is formally notified and onboarding support is planned.
Waitlist	Family is notified by email and placed on the waiting list. The school communicates the position on the list and expected timelines, as per normal practice for all enrolments.
Non-Admission	Where a place cannot be offered. If the student has a SOD the HOI/Admissions team submits the required non-admission form to KHDA in accordance with regulatory requirements. Families are informed sensitively and, where possible, signposted to alternative provision.

Note: All SOD-related admission decisions and any non-admission outcomes are documented and reported in line with KHDA requirements and UAE Federal Law No. 29 (2006) on the Rights of Persons with Disabilities.

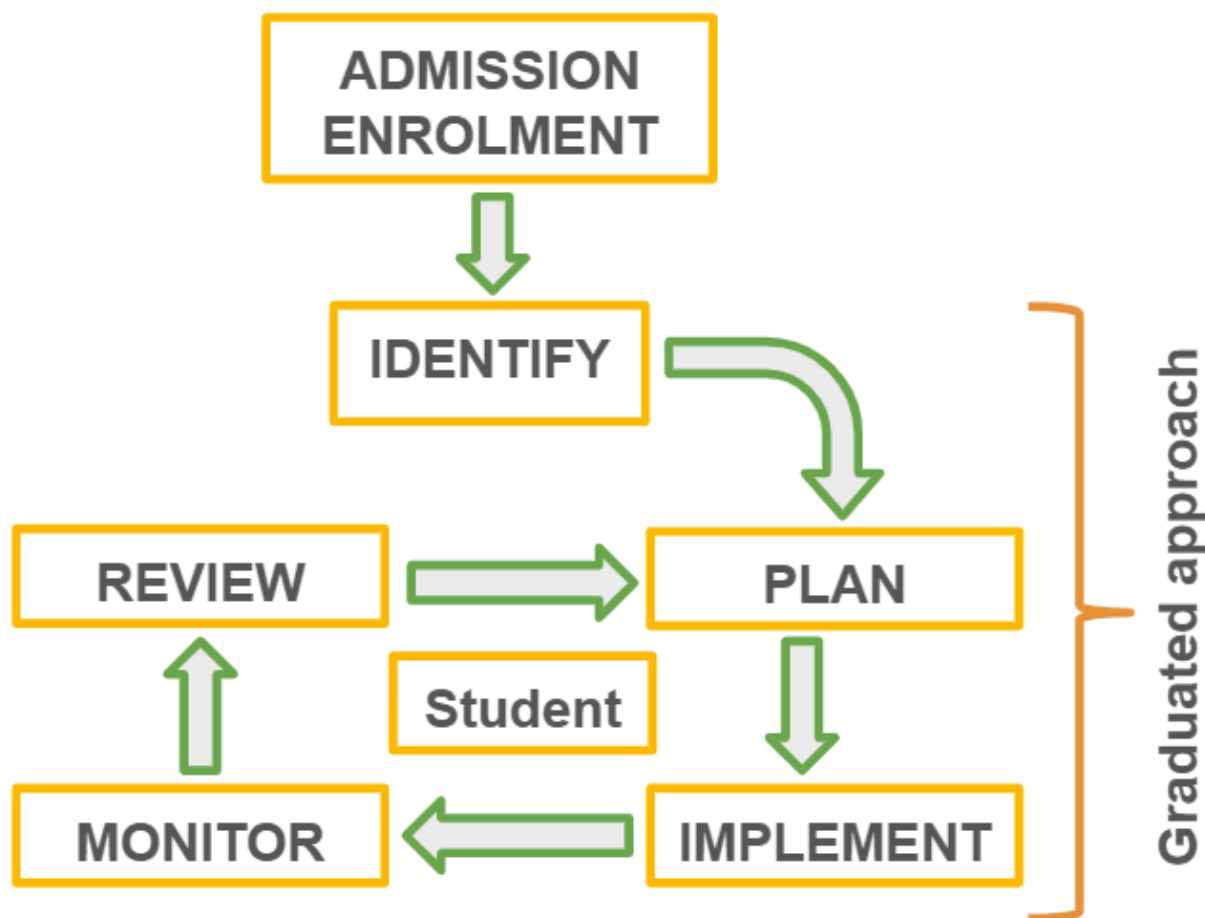
Step 7 - Finalising the Admission: SOD Notification and Handover to Enrolments

When a place is offered to a student with identified SOD, the following steps are completed before the student's first day:

- The SOD team is formally notified by Admissions and receives all relevant documentation (IEPs, medical reports, LSA records).
- A transition meeting is arranged with parents, HOI, the SOD Case Mentor, and relevant teaching staff to discuss support needs, adjustments, and next steps.
- The Admissions file is handed over to Enrolments, who take responsibility for completing registration and ensuring the student's profile is accurately recorded in school systems.
- Where required, an updated or new Individual Education Plan (IEP), Individual Learning Plan (ILP) or Behaviour Intervention Plan (BIP) is drafted in consultation with parents after admission.

11. The Graduated Approach to Support at AIS Dubai

The inclusion workflow at AIS Dubai is organised into four primary stages: Identification, Planning, Implementation, Monitoring and Review.



At AIS Dubai, we believe that early identification is the foundation of a successful educational journey. By recognising students' needs as early as possible, we ensure that every learner receives targeted support tailored to their unique goals. Our process is designed to proactively identify additional learning needs, whether noted during the admissions process, or within the first weeks of school by utilising a comprehensive array of formal and informal assessment tools.

Through this detailed profiling, we gain a clear understanding of each student's challenges and can provide evidence-based support for both students and their classroom teachers. In some cases, we may recommend further evaluation or diagnosis by external specialists, facilitated at the parents' expense, to ensure a holistic understanding of the student's needs.

Working together is at the heart of what we do. Our teachers and support staff work closely together to identify any barriers to learning and implement adjustments that make a real difference. We develop personalised learning plans so each student gets what they need to succeed.

We understand that this process can feel overwhelming for families, so we strive to be caring and approachable every step of the way. We appreciate that parents might need time to process new information, and we are always here to listen, guide, and help when they are ready.

Once we have worked together to identify a student's needs, we use our tiered "Wave" system of interventions - Universal, Targeted, or Specialised to ensure support is in place within six weeks of starting school, creating a welcoming environment where every child can thrive.

The AIS Dubai Three-Tier (Wave) Model:

Level	Interventions	Description
Level 1	Universal	Classroom teachers respond to individual learning needs through close monitoring, formative assessment, and differentiated teaching within the classroom. Support may include a Teacher or Student Support Assistant (SSA) working with small groups or individuals, differentiated lesson planning, provision maps, parent meetings, and personal classroom goals. Formal records are accessible to all relevant teaching staff, in the form of an Individual Learning Plan (ILP).
Level 2	Targeted	Students requiring additional support receive an Individual Education Plan (IEP) or ILP as is most appropriate. Provision goes beyond the normal classroom and may include additional Teacher or SSA time, small-group targeted support, and the use of concrete or technological resources to assist adjusted or modified learning and assessment.
Level 3	Specialised	Students who require support from outside agency specialists (e.g. Speech & Language Therapists, Occupational Therapists, Psychologists) and/or a one-to-one LSA to access the curriculum. Goals are monitored rigorously with all stakeholders. There may be withdrawal from lessons for specialist therapy, small-group intervention, or one-to-one teacher support with parental consent.

12. The Graduated Approach - Planning

Our planning process is designed to be a transparent, collaborative, and evidence-based journey. We ensure that every student's individual learning needs are met through a structured progression from identification to planning and the implementation of personalised support plans.

12.1 Initial Assessment and Baseline Observations

Upon identifying a student's additional needs, we establish a Baseline and Present Level of Functioning (PLF). This creates a clear picture of the student's current abilities to inform future planning.

- **Holistic Evaluation:** Findings are documented across key domains including cognitive, emotional, motor, communication, and social development, as well as Activities of Daily Living (ADL).
- **Documentation:** This assessment is updated termly to track progress and ensure the support plan remains effective.
- **Consent:** While in-class support may begin immediately, formal documentation and the creation of an IEP or BIP, require explicit parental consent. Note that an ILP which lists only strategies for support without modifying the task level can be created through internal consultation and reference.

12.2 Internal Strategy and Case Mentor Meeting

Before formalising a plan, the classroom teacher and the Inclusion Case Mentor conduct a pre-meeting to synthesise information and determine the best support path.

This covers:

- **Eligibility Analysis:** The team reviews the student's needs against the AIS Dubai three-tier model to determine the appropriate level of support.
- **Provision Analysis:** Necessary adjustments are identified - including push-in versus pull-out support and specific task or assessment modifications.
- **Resource Identification:** Dedicated specialists work closely with Teachers and Student Support Assistants to offer in-class support, small-group focused teaching, one-to-one interventions (if applicable), and advice on strategies and resources. Whilst one-to-one support is not our first option, parents may be expected to provide an LSA where school staff believe it provides the best learning development for the student.
- **Plan Determination:** Based on eligibility, the team decides whether an IEP (Academic, Speech & Language, and Social goals), BIP (Behaviour and Socio-Emotional goals), or ILP (Strategies focusing on learning needs) is most appropriate.

12.3 Collaborative Pre-Plan Development Meeting

We work in close partnership with parents to ensure that plans reflect observations and insights from both school and home.

A draft plan is prepared and shared with parents via email before the meeting. Parent feedback is incorporated into the draft before the document is finalised and signed.

Year Group	Participants	Process
Pre-KG – Year 6	Parent, Class Teacher, Inclusion Case Mentor	Collaborative development meeting held to discuss and finalise the plan. A draft is shared with parents via email; parent feedback is incorporated before the document is signed.

Year 7 – Year 12	Parent and Inclusion Case Mentor	Collaborative development meeting held to discuss and finalise the plan. A draft is shared with parents via email; parent feedback is incorporated before the document is signed.
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13. The Graduated Approach - Implementation

Following planning, the implementation process follows a cyclical model centred on collaboration, individualised support, and ongoing review. The foundation is ensuring that essential student data is accessible to all stakeholders.

13.1 Preparation

The Inclusion Case Mentor ensures all teachers can access key documents for each student:

- Individual Education Plan (IEP) / Individual Learning Plan (ILP)
- Behaviour Intervention Plan (BIP)
- Accommodation and Modification Register
- Relevant external specialist reports and/or recommendations

13.2 Preparation Roles and Responsibilities - Summary

Role	Responsibilities
Inclusion Case Mentor	Conducts push-in observations/interventions, and pull-out sessions (with parental consent).
Teachers	Adapt lessons to individual student levels, manage assessment and marking, and ensure full inclusion in all aspects of school life.
Learning Support Assistant (LSA)	Provides 1:1 support while carefully balancing the student's need to develop independence.
Parents	Are receptive to communication from the school, provide timely updates of home life relevant to schooling

Note: A routine of open communication is maintained between teachers, the Inclusion Case Manager, LSAs, parents, and external specialists to ensure alignment on lesson modifications, goal progress, and student wellbeing.

13.3 Provision and Support Systems

AIS Dubai's provision for Students of Determination is structured around a team of dedicated specialists who work in close collaboration with class teachers and Student Support Assistants. Provision is purposeful, evidence-based and regularly reviewed.

In-Class Support:

- Student Support Assistants and Inclusion Support Assistants provide in-class support, working with small groups or individual students.
- Class teachers differentiate lesson content, delivery and assessment to ensure all students can access the curriculum at their own level.

Small Group Focused Teaching:

- Targeted small group sessions are delivered by Inclusion staff to address specific skill gaps in literacy, numeracy, communication or social development.

One-to-One Intervention:

- Where appropriate, and subject to parental consent, one-to-one sessions may be delivered by the Inclusion Case Mentor or specialist staff.
- Whilst one-to-one support is not our first option, at times parents will be expected to provide a Learning Support Assistant if school staff determine this offers the best learning development for the student.

13.4 External Specialist Support:

AIS Dubai works in partnership with a range of external specialists and corporate partners to ensure students receive holistic support:

Partner	Area of Support
Enaya	Specialised therapy and support for children with complex needs.
Q Enrichment	Provision of specialist therapeutic and educational support.
Able UK	Provision of specialist therapeutic and educational support.
Empowered Advocacy	Parent and family advocacy services and therapeutic support for Students of Determination.
Sulukeyat	Behavioural and psychological support services.
Autism Intervention Specialists Dubai	Specialist ASD support, including ABA therapy.

Inclusion Note: AIS Dubai expects families to continue accessing specialists required to support the additional needs of their child, to complement and enhance the educational provision offered by the school. Our staff work closely with families' external providers who align with our inclusive philosophy.

13.5 Individual Education Plans (IEPs)

An Individual Education Plan (IEP) also referred to as an Individual Learning Plan (ILP) or a behaviour Intervention Plan (BIP) may be developed for a student with disabilities or a complex learning profile. An IEP is about access and equity in education, and documents the reasonable

adjustments and modifications required to ensure the student can access teaching, learning and the broader schooling experience.

Types of Plans

Plan	Focus
Individual Education Plan (IEP)	Academic, Speech and Language, Occupational, Independence, Self Care and Social goals
Behaviour Intervention Plan (BIP)	Behaviour management and socio-emotional goals
Individual Learning Plan (ILP)	Strategies focusing on learning needs and access to the curriculum
IEP Curriculum Plan	Used when a student is working 2 or more years above or below their age-level curriculum

What Should an IEP Include?

The IEP is evidence-based, collaborative and student-centred. It typically covers some or all of the following:

- Academic strategies and progress
- Social and communication strategies and progress
- Physical health needs
- Independence and self-care skills
- Socialisation and peer connection
- General emotional well-being
- Self-regulation and behaviour skills

SMART Goals

All IEP goals must be:

Letter	Meaning	Description
S	Specific	Goals must be clear and unambiguous to be capable of being implemented consistently.
M	Measurable	Progress towards the goal must be objectively measurable and evidenced.
A	Attainable	Goals should be realistic and achievable within the specified timeframe.
R	Relevant	Each goal should relate directly to the student's educational and developmental needs.

T	Timely	An agreed timeline for each goal allows for achievable milestones to be tracked.
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The IEP Process

The IEP process takes place alongside the graduated approach, for appropriate documentation to be initiated from the identification stage, collaboratively developed in the planning stage, and utilised and refined during implementation. A brief summary of this process is as follows:

1. Teacher observation of student needs in the classroom.
2. Discussion with Head of School.
3. Head of School observation.
4. Completion and submission of AIS Dubai Referral Form to the Inclusion Department.
5. Inclusion team observation.
6. Draft IEP/ILP/BIP completed by the Inclusion Department in collaboration with the class teacher.
7. Meeting with parents, class teacher and Inclusion team for the approval of IEP/BIP and to discuss and refine the IEP; parent input requested.
8. Final IEP approved and signed by parents and the Executive Principal.
9. IEP implemented in the classroom.
10. Ongoing monitoring and regular review of student progress against IEP goals.

IEP Curriculum Plans

For students working two or more years above or below their age-level curriculum, an IEP Curriculum Plan may be developed. This is not an alternative programme but an adjustment to the curriculum level. The plan is implemented only after diagnostic assessment has confirmed the working level, and with sign-off from all stakeholders.

Review Frequency

It is AIS Dubai policy to schedule the first IEP meeting within six weeks of the beginning of the school year for new students. IEPs are reviewed and updated consistently as the student progresses through the year. Students transitioning to the next year level will have updated IEPs in place to start the new academic year.

14. The Graduated Approach - Monitoring

Monitoring is an ongoing process used to track the efficacy of implemented support strategies. It relies on three primary data sources:

Data Source	Description
Stakeholder Feedback	Regular input from parents, classroom teachers, and external specialists.
Assessment Results	Quantitative data drawn from student academic performance across subjects.
Evidence Collection	Documentation of student progress relative to IEP/ILP/BIP goals, including work samples and observation notes.

Monitoring is the responsibility of all stakeholders to share and collaborate on new information received, to be shared with other parties as required for the execution of their roles.

15. The Graduated Approach - Termly Review

The cycle concludes with a formal review process, which informs adjustments for the next round of planning.

15.1 Termly Review Meetings

Year group	Review Participants
Pre-KG – Year 6	Class Teacher, Parent, and Inclusion Case Manager
Year 7 – Year 12	Parent and Inclusion Case Mentor

15.2 Evaluation Criteria

Outcomes are evaluated using the following evidence:

- Progress reports and academic data
- Stakeholder feedback (teachers, parents, specialists)
- Student wellbeing indicators
- Before-and-after comparisons against baseline PLF data

15.3 Outcomes and Next Steps

Based on the review, the team determines whether support levels should be increased, decreased, or maintained. These findings are then integrated into the IEP/ILP/BIP for the subsequent planning phase, closing the support cycle and ensuring continuous improvement for every student.

Identification → Planning → Implementation → Monitoring → Review → (Planning for next cycle)

The Inclusion team monitors the movement of students of determination 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 Education Plans and/or Individual Curriculum Plans for identified students.

16. Staff Training and Professional Development

AIS Dubai is committed to ensuring that all staff have the knowledge, skills and confidence to implement inclusive practices effectively. Professional development in inclusion is embedded within the school's ongoing training programme.

Training Commitments

- All new staff receive induction training on the Inclusion Policy, the three-tier support model and SOD awareness.
- The Head of Inclusion and Inclusion Case Mentor provide regular in-house professional development for teachers and support staff.
- Staff are supported to access external CPD opportunities relevant to inclusive education and SOD.
- Training records are maintained by the Inclusion Department and reviewed annually.
- Teachers and support staff are encouraged to share effective practice and participate in peer observation linked to inclusive teaching.
- The school ensures that all staff who work with identified students are familiar with their IEPs, BIPs and ILPs and the strategies contained within them.

16. Policy review

This policy has been discussed and agreed by the AIS Dubai teaching staff and leadership teams for implementation. The policy is amended and updated in line with:

- KHDA Dubai Inclusive Education Policy Framework 2017
- UAE Inclusive Education for People of Determination
- Implementing Inclusive Education: A Guide for Schools
- Advocating for Inclusive Education: A Guide for Parents
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- UAE School Inspection Framework
- Universal Design for Learning
- Department of Education — Inclusive Education Policy (Education Queensland)

17. Glossary of Terms

Term	Definition
Students of Determination	A student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder their full and effective participation in education on an equal basis with peers of the same age.
Inclusive Education	Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices.
Reasonable Adjustment	An adjustment is a measure or action taken to assist a student to participate in education on the same basis as their peers. An adjustment is considered reasonable when it meets the needs of the student while balancing the interests of all members of the school community.
Additional Educational Needs (AEN)	Refers to students who require additional support to access learning. This may include students with targeted educational needs, medical conditions, English as an additional language (EAL), or those requiring extension and enrichment.
Individual Education Plan (IEP)	A personalised plan developed to support a student with additional needs. It outlines specific learning goals, strategies and adjustments required to enable the student to access the curriculum and make progress.
Differentiation	The process of adapting teaching, learning activities and assessment to meet the diverse needs, abilities and learning styles of students within a classroom.
Discrimination	Discrimination can be direct or indirect. Direct discrimination involves treating someone less favourably due to a particular characteristic. Indirect discrimination occurs when the same treatment is applied to all, resulting in disadvantage for some individuals.