



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

Policy for Provision For Students of Determination

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1. Vision

At Deira International School we are committed to ensuring all students have equal opportunities and a quality education, ensuring success at every level within a truly inclusive environment. We value children as individuals and recognise the diversity of our students.

We embrace Students of determination and they are fully included in a welcoming common learning environment alongside their similar-aged peers. A Student of Determination may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision for them access the same curriculum.

This Inclusion Policy is an overarching policy that supports the vision and aims of the school.

Deira International School (DIS) Policies which are included in the Inclusion umbrella are;

- Gifted and talented policy
- Curriculum policy
- Learning and Teaching policy
- Assessment policy
- Health and safety policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy
- Child protection policy
- Admissions policy
- Examination policy
- Intimate Care policy
- Positive Handling policy

2. Guiding Principals

At DIS we aim to operate a rights-based model of Inclusion which is in line with the UNCRPD's principles and directives and recognises a Student of Determination's right to access the same quality of education as other students. We acknowledge that the disability is not within the person but is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems. We seek to identify the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success. We continue to strive to develop effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs and work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion.

All members of staff are committed to offering an inclusive curriculum to ensure the best possible support and outcomes for all students, regardless of their needs, abilities and aspirations. We believe all children deserve the opportunity to access an extensive, balanced and differentiated academic and social curriculum. Alongside adapting the curriculum to cater for all needs, we strive to provide a nurturing environment that develops the well-being of each student.

The guiding principles for learning support (Enrichment) are:

- Every teacher is a teacher of students with SEND.
- Teaching students with SEND is a whole-school responsibility, requiring a whole-school response.
- Classrooms offer a safe, stimulating and supportive learning environment that allow access and challenge for all.
- Teaching and learning is approached with active awareness of learning difficulties, learning differences and learning styles.
- Recognition of the importance of emotional well and focusing on the development of self-esteem and confidence as a fundamental contributor to achievement.

- Language and literacy are vital to successful learning in all areas of the curriculum.
- Supporting students during phases of significant transition.
- To create a community of inclusion that encompasses the needs of all students.

3. Policy Aims

This policy aims to ensure that Students of Determination have equitable access to quality inclusive education alongside their peers and that adjustments are made to the curriculum to meet their particular needs.

- To ensure the rapid and effective identification of all Students of Determination requiring SEND provision as early as possible, even on entry to the school students with SEND through admission procedures, observation and screening tools.
- To ensure that students with SEND have equal access to an extensive and balanced curriculum that suits their learning style and needs.
- To work with the Executive Committee in formulating an accessible curriculum for all students.
- To collaborate with class teachers to ensure that students with SEND have their lessons appropriately differentiated to enable students to overcome any barriers to learning.
- To provide information and support to class teachers about students with SEND on their difficulties and recommend strategies for their educational provision, sharing examples of good practice.
- To successfully track and monitor the progress of all students with SEND to ensure each students makes expected progress.
- To ensure that parents are involved in their child's learning and gain an understanding of their SEND and are kept fully informed of their students progress and attainment.
- To involve students in the development and review of their own learning journey and 'Individual Education Plans' (IEP) or pupil passports and decisions affecting their provision.
- To liaise with outside agencies when specialist support is required.
- To support staff in embedding inclusive strategies within the classroom.
- Mandate an Inclusion Support Team to oversee SEND provision and exemplary practices across the school.

4. Legislation

4.1 This policy aims to ensure that Deira International School is compliant with:

- The UAE Federal Law 29 (2006) concerning the 'Rights of People with Special Educational Needs;
- The UAE Federal Law 2 (2015) against 'Discrimination and Hatred'.

4.2 The school admission policy adheres to the stimulations of:

- The Dubai Inclusive Education Framework Policy (2017).
- Implementing Inclusive Education: a guide for schools (2019).
- The UAE Federal Law 29 (2006) concerning the 'Rights of People with Special Educational Needs;
- The UAE Federal Law 2 (2015) concerning the 'Protection of the Right of a Persons of Disabilities in the Emirate of Dubai'.
- UAE Executive Council Resolution No. 2 of 2017 Regulating Private Schools in the Emirate of Dubai.

5. Categories of Need

The following is based on the UAE categorisation of disability. It provides schools with an important structure to identify Students of Determination. The four categories are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health
- Physical, sensory and medical

6. Identification

A student's special educational needs must be identified as early as possible so that the appropriate provision can be established. Students can be referred to the Inclusion Support Team on entry or at any point during their education at DIS.

6.1 Identification through the Admissions process

DIS welcomes applications from Students of Determination and values the diversity and positive contributions they bring to school life. All students undergo 'an assessment of educational need' to ensure that the appropriate provision of facilities, resources and educational activities can be met for each student. Where necessary the school may recommend the involvement of external professionals such as speech and language therapists or educational psychologists. Where an external assessment is recommended, it is not a condition of enrollment, but is recommended for school to effectively understand the child's barriers to learning and ensure targeted provision is put in place.

Applicants should declare identified needs or disabilities during the time of application. Failure to do so is in breach of the KHDA parent contract and is likely to impact the student's ability to make expected progress. Existing students should declare identified needs or disabilities that subsequently come to light thereafter.

In the rare event that a Student of Determination is denied enrollment, DIS follows the KHDA's non-admission notification procedure.

6.2 Identification of Existing Students

For students already enrolled in school, data gathered from standardized tests, ongoing assessments and daily observations will inform if a referral to IST is required. Following this an observation, and consultation with the class teachers and parents takes place to decide on the level of support required and intervention programme.

7. Support and Intervention

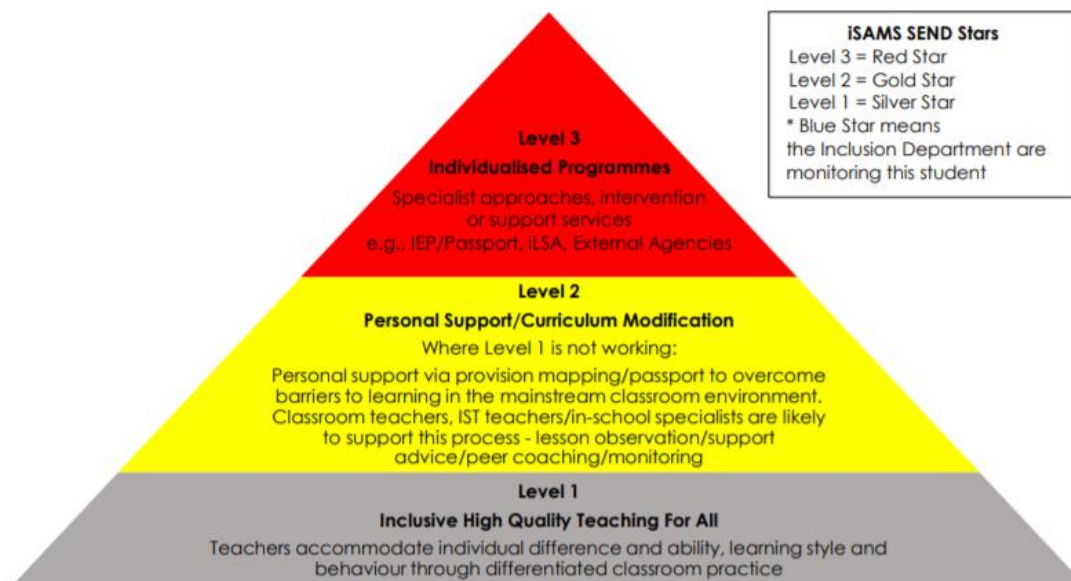
Three levels of support have been outlined in the Directives and guidelines for Inclusion Education (KHDA, 2020) and reflect a common language practice to be shared by all schools. The three levels are as follows:

Level 1 – High quality inclusive quality first teaching.

Level 2 – Personal support/Curriculum Modification, involvement with IST all part of stand school services.

Level 3 – Individualised Programmes with 1:1 iLSA support.

LEVELS of SEND Support – A Graduated Approach to Intervention



8. Individual Education Plan and Pupil Passports

At level two and three an individual education plan/Pupil passport is established for all stakeholders to be aware of the students strengths, areas of difficulties and personal smart targets for growth and development. Class Teachers, Inclusion Support Teachers, Parents, SENDCo's and the child are all part of the process. In order to remove a students barriers to learning a graduated response to intervention is taken, involving the parents and child. This is a four-part cycle comprising the following:

- **Assess** - the needs of the student. (SENDCo, Teacher, parent views and external advice)
- **Plan** – a plan is developed in response to the assessment process.
- **Do** – a plan is implanted and carried out by teacher and Inclusion support Team
- **Review** – evaluate the effectiveness of the support.

9. Leadership and Accountability

Support for Students of Determination is the duty of **all** stakeholders, ensuring there is a culture where students who experience SEND are welcome, accepted and valued. The school's leadership Team are responsible for ensuring all staff recruited have the capacity to acquire the knowledge and skills required to operationalise the DIEPF.

To maximise the potential and learning outcomes for Students experiencing SEND partnership us integral between staff, students and parents.

The Inclusion Support Team (IST) is a working party which compromises the following:

- Inclusion Governor
- School Director
- Head of Primary
- Head of Secondary
- Assistant Head – Inclusion (fully qualified SENDCo)
- Primary and Secondary Head of Inclusion
- School Counsellor
- Parent Inclusion Champion
- Inclusion Support Teachers
- Inclusion Team Learning Support assistants (school funded)
- Individual Learning Support Assistants (parent funded)

The IST may also include parents, therapists and counsellors, and the school medical team. The IST will work in close collaboration with all classroom teachers and other educational staff to promote and implement inclusive education across the school by removing barriers to learning and ensuring an inclusive culture.

9.1 Special Educational Needs and Disabilities Coordinators (Assistant Head – Whole school Inclusion and Primary and Secondary Head of Inclusion)

These individuals are responsible for the day to day operation, strategic planning and oversight of SEND across the school. The roles and responsibilities include:

- Strategic overview of and the implementation of the SEND policy
- The day to day leadership and management of SEND
- Quality assurance of SEND provision across the curriculum
- Tracking the progress of SEND students
- Strategic leadership and direction for the Learning Support Department (Enrichment).
- Liaising with and advising fellow teachers
- Managing the SEND team of teachers and learning support assistants
- Coordinating provision for students with SEND
- Monitoring provision for students with SEND through regular feedback from colleagues and parents and meetings
- Overseeing the records on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the continued professional development of staff
- Liaising with external agencies
- Identifies and supports students during their examinations (e.g. extra time, read, scribes)

9.2 The Inclusion Department

The Inclusion department supports students with a range of educational needs, general learning difficulties and specific learning difficulties (ref. 4) by:

- Completing interventions with students to improve their academic, social and emotional abilities
- Offering support and guidance to staff to ensure each student have access to a modified, engaging and challenging curriculum.
- Tracking the progress of each student with SEND.
- Complete testing and specialist support to identify potential barriers to learning
- Consultation with specialist agencies to ensure the level of provision is suitable to each student with SEND.
- Providing access arrangements in examinations.

9.3 Learning Support Assistant (1:1 Support)

A 1:1 Inclusion Learning Support Assistant (ILSA) is an individual employed for the purpose of specialised or concentrated assistance with one individual student. The role involves contributing to the education of the student within and outside of the classrooms and to work alongside the enrichment team to identify and plan, to ensure the student is fully immersed into school life. The ILSA will support access to class-based learning, conducting 1:1 intervention and small group sessions under the guidance of the SENDCo, offering support in relation to classroom and behaviour management, as well as social integration. DIS recruits and trains Learning Support Assistants (LSAs) to provide comprehensive support to students. In alignment with the policies of the Knowledge and Human Development Authority (KHDA), schools have the discretion to decide whether to allow parents to bring in their own LSAs, utilize external agencies, or employ their own LSAs.

It's important to Level 3 support encompasses the entire support team, including the Head of Inclusion (HOI), the Special Educational Needs and Disabilities Coordinator (SENDCo), the Inclusion Support teacher, and the Individual Learning Support Assistant (iLSA), rather than

funding a single individual.

DIS rational for school employed iLSAs are:

Consistency and Quality Assurance:

The school can ensure that LSAs are trained to a consistent standard and follow the school's policies and procedures. We have an LSA learning walk proforma on lessons learned that informs training and development needs.

Professional Development and accountability.

School-employed LSAs can participate in regular professional development and training sessions provided by the school, ensuring they are up-to-date with the latest educational strategies and practices. School-employed LSAs are directly accountable to the school, which can monitor their performance and address any issues more effectively.

Integration with School Staff:

LSAs employed by the school are part of the school community, allowing for better communication and collaboration with teachers and other staff members. If an iLSA is absent the school provides cover. Schools that allow parents to bring their own LSA in often have clauses in the MOUs that require the student not to come to school if the LSA was absent.

Wellbeing of the LSA

School-employed LSAs have the opportunity to have a fair and equitable salary, whereas parents could choose the LSAs salary and in some cases not fulfil the financial obligations in a fair and equitable manner. As Al Futtaim employees they are also entitled to many retail benefits within the organisation. Being a school employed LSA parent communication is monitored through appropriate school communication channels and restricted to school hours.

Confidentiality and Safeguarding:

DIS conducts thorough background checks and ensures that LSAs adhere to strict safeguarding protocols, ensuring the safety and well-being of students and have the appropriate level of experience to deal with vulnerable students with complex needs. Staff are trained on our safeguarding procedures which ensures the safety of students within the classrooms that they are supporting as well.

Professional Boundaries:

School-employed LSAs are likely to maintain professional boundaries more effectively, avoiding potential conflicts of interest that could arise with parent-provided support. Parents are also more likely to conduct professional working relationships knowing the LSA is employed by the school.

Teamwork and commitment:

LSAs who are part of the school staff are more integrated into the school's team, fostering a cohesive approach to student support. They are on all school systems and platforms. LSAs that are school employed are more likely to have job satisfaction. They are able to work with different students gaining a wealth of experience. They are more likely to have a long term commitment to a school, rather than an individual family.

Allocation of LSAs:

DIS carefully considers the LSA match between the student and LSA, better managing and allocating resources, ensuring that all students who need support receive it in a fair and equitable manner.

Commitment of support for the child:

Parent employed LSAs could quit if they were no happy with their benefits or working conditions, this would disrupt the students support. As school employed LSA offers more security in this area. If a parent cancels a centre LSA or no longer pays the centre, it could result in the centre no longer sending the LSA to school which would have a detrimental effect on the child.

9.4 Staff Development

- Attendance at all planning meetings providing information about students and advising on inclusive strategies for the classroom.
- Information on the Assessment database about individual students, including IEP targets.
- Continued professional development (CPD) to address specific areas of SEND.
- After-school workshop sessions for classroom teachers as part of school training programme, and as a forum for sharing good practice.
- All stakeholders recognise the learning potential of all students.

10. Accessibility

10.1 Equality

We are fully committed to avoiding discrimination and promoting equality for all students. We seek to clearly and unambiguously ensure that students with medical conditions have full access to the curriculum, including Physical Education and school trips. Staff members will liaise with parents, teaching staff and outside agencies to remove barriers from the student's learning.

10.2 School Site

Each building is complete with lifts, accessible toilets and self-cleaning facilities for personal care. Each building is wheelchair accessible. We endeavor to ensure that people of determination, be they student, staff, parent or visitor have full access to the range services and activities provided.

11. Examination Access Arrangements

Examples of adaptations that may be considered include:

- Extra time- granted 25% extra time; in exceptional circumstances this may be increased to 50% extra time.
- Reader- to read the instructions of the paper, the questions and the candidates answers.
- Scribe- writes down, or word processes, a candidates dictated answers to the questions. The candidate may use a word processor with the spelling and grammar check enabled instead.
- Laptop- word processor with the spelling and grammar check disabled.
- Prompter- keeps the student focused on the need to answer a question and then move on to the next question.
- Modifier paper- modifications include increased font and diagram size, alternate coloured paper, modified language paper and braille paper.
- Supervised Rest Breaks- timing of the examination can be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. The timing of these breaks depends on the nature of the candidate's needs/condition.

12. Parental Partnerships

Parents are a child's first and enduring educators. They are invited to work as part of a transparent and collaborative partnership with the school to ensure the best possible outcomes for their child. Parents hold comprehensive knowledge of their child's developmental, educational and medical history and so it is essential they are a key contributor in the initial identification process. The school is not in a position to label or 'diagnose' a student, but all schools should refer to the KHDA revised categorisation of need to make an internal note of what we believe are the barriers to learning at this time. [06]

Appendix - Definitions

Special Educational Needs and Disabilities (SEND)

- A student with a SEND may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order for them access the same curriculum.
- Special educational provision means provision which is additional to, or otherwise differentiated from, the educational provision made generally for children of the same age. The aim of the provision is to ensure the student can access education on an equitable basis and within a common learning environment with same aged peers.
- A student may be identified as having a learning difficulty if he/she:
 - Has a significantly greater difficulty in learning than the majority of children of the same age.
 - Has a disability which either prevents or hinders the child from making use of educational facilities provided in comparison to children of the same age.
- The UAE School Inspection Framework defines a SEN as "Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder."

Disability

A Disability is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.' This is all that is needed.

Discrimination

The UAE Federal Law 29 (2006) defines discrimination as "Any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing."

Barriers to Learning

Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms. Do we need this? It is a bit too general and should come under the identification.

Inclusive Education

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative; It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

Impairment

A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

Common Learning Environment

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective

common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.

Equity

It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement