



مدرسة جيمس نيو ميلينيوم الخليل
GEMS New Millennium School
AL KHAIL

NMS **Inclusion**
#BeingUniqueBeingMe

Inclusion Policy

Last reviewed and updated: Jan 2024



Legislation and guidance

This policy is based on the UAE Disability Act, Federal Law (29) 2006 and (12) 2008, which guarantees that a Person of Determination gets access to equal opportunities for education within all educational institutions, ensuring that they have equitable access to quality inclusive education with their peers. The principles of inclusion and equity lie at the heart of the legislation and guidance frameworks referred to above and below, as well as detailed in Appendix D.

This policy is also based on the following guidance and legislation

- Dubai Law No. (2) 2014 ‘To protect the rights of People of Determination in the Emirate of Dubai’.
- Dubai Inclusive Education Policy Framework (2017)
- Dubai Inclusive Education Policy Implementation (2019)
- KHDA Inclusive Education Directives 2020
- Revised categorization Framework for Students of Determination (2019-2020)
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- The Dubai Plan 2021, which aims for a tolerant and fully inclusive city by 2020.

VISION

NMS promotes inclusive ethos through positive and innovative solutions so that every individual learner has equitable access to the educational opportunities. We aspire to ensure that no child is left behind.

ADMISSIONS, PARTICIPATION AND EQUITY

We welcome students of determination and pride ourselves on being an inclusive school. We are committed to:

- ensuring that admission to the School is not conditional upon the submission of a medical diagnosis; (*DIEPF* Standard 1.1)
- ensuring students are not refused admission based only on their experience of SEND; (*DIEPF* Standard 2.1)
- ensuring students who experience SEND will receive “sibling priority” for admission (*DIEPF* Standard 2.2)
- ensuring that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai; (*DIEPF* Standard 2.3)
- ensuring that students who experience SEND will be actively supported to participate in the



process of learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate common learning environments; (DIEPF Standard 2.4)

- providing, within our capacity, access to appropriate provision, resources and curricular options for students of determination
- ensuring that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities;(DIEPF Standard 2.5)
- ensure we promote the principle of equity for students who experience SEND; (DIEPF Standard 2.6)
- follow KHDA or other local legislative guidance and procedures for scenarios where it may not be in the best interests of the student or school situation. As a procedure, this information will be shared with the KHDA
- Informal assessments may be conducted only to evaluate the support required and put targeted interventions and provisions into place, to enhance the students' learning experience at school.

Parents of any child, who experiences SEND, are requested to provide the School with full details *prior* to the admissions procedure, at registration, or subsequently before accepting the offer of a place. The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary.

IDENTIFICATION:

Identifying Special Educational Needs

Early identification enables the Inclusion team to collaborate with students, parents, teachers, and external agencies to implement tailored interventions that address barriers to progress, attainment, or well-being. Students can be referred to the Inclusion Department upon entry or at any stage during their education at NMS.

The process involves gathering detailed information, including admission forms, previous academic and medical reports, and informal observations, particularly for Kindergarten students. Based on findings, students are placed on the Inclusion Register using a graduated three-tiered approach:

Without an External Report: Internally identified needs, supported by evidence from GL assessments and agreed upon with parents, requiring ongoing support.

With an External Report: External specialist reports identifying SEND in line with KHDA's framework, regardless of current support needs.



The approach emphasizes sensitivity, collaboration, and discretion in addressing individual needs.

Identification of students already enrolled at NMS: The school has an effective referral process to ensure early identification of students with additional needs.

- Data gathered from **baseline tests, standardized tests** (ASSET, CAT4 – stanine 2 or less in any battery/ overall mean SAS of less than 85) and ongoing internal assessments is used to identify students with huge learning lags, working significantly below grade level may be referred to the Inclusion Team for further assessment.
- **Specific Concerns** – Students may be referred by teachers or parents if specific concerns are apparent during the child’s functioning in class – be it related to academics, socio-emotional, physical or behavioural areas. Our graduated system of support is complemented by a continuum of identification processes, through ongoing cycles of action and reflection (RTI 3 tiered model).

Identifying students with EAL (English as an Additional Language) Needs

EAL needs are identified by the teachers as well as members of the Inclusion Team based on the 5-stage model for language acquisition (based on the Bells Assessment Framework). The EAL programme at NMS supports students to develop English skills (the ones who fall in Band A - New to English and B-Early Aquisition), thus enabling them to be successful and independent while learning alongside their peers in a mainstream classroom. Their skill development in all areas (listening, speaking, writing & reading) is monitored through the remedial session trackers and in-class performance.

The EAL Teachers work on the goals detailed in their Learning Plans. Students are supported based on their needs and offered either in-class/pull-out individual or small group support. Parents & Teachers are a part of the preparation, implementation and review of the Learning Plans. Students who fall into band C ((Developing Proficiency) and beyond, are catered to by quality first teaching and differentiation, within the classroom.

SUPPORT AND INTERVENTION

STANDARD SCHOOL SERVICE OFFERED AT GNMS:

Physical Resources	<ul style="list-style-type: none"> • Appropriate and purposeful learning spaces. • Standardised and/or computer-based screening and assessment tools to enable identification of learning needs • Modified curriculum planning and progress-monitoring tools; • Evidence-based intervention programs and resources. • Substantial bank of large and small sensory resources and adapted seating options. • Provision of additional learning equipment within and outside of the classroom to facilitate and enrich the student’s learning; • School subscriptions to online educational
Human Resources	<ul style="list-style-type: none"> • Actively engaged Senior Leadership Team



	<ul style="list-style-type: none">• Trained and experienced Teaching Assistants deployed across classes in Pre-KG, KG, primary and middle school.• Strategic Leader of Provision for students of determination;• Qualified and experienced Learning Support Teachers/Special Educators, with a background in counselling.• Qualified and experienced Wellbeing and Career Counselling and Pastoral Support Staff.
Specific Services for Students	<p>Indirect (Background) Support</p> <ul style="list-style-type: none">• Monthly meetings with Senior Leaders to review the Inclusion Register (pupil progress, concerns, recent developments);• Active monitoring of classroom practice and pupil participation and progress in lessons through learning walks/lesson observations;• Development, implementation and review of individual educational plans for students on Level 2 and 3, and classroom strategies for students on Level 1 level of support.• Support, advice and guidance to the parents of the student;• Training, support and monitoring of teaching staff directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessment;• Training, support and guidance of the student's classroom peers (as appropriate);• Conducting a physical environmental scan and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities;• Planning, organizing and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified);• Working with external specialist services (e.g. therapists) to timetable and facilitate on-site assessment and therapy services.• Coordinating with external agencies and professionals to facilitate formal psycho-educational evaluations for students with moderate to high needs. <p>Direct Support / Intervention</p> <ul style="list-style-type: none">• Highly differentiated classroom lessons and practice and quality first teaching for learners on Level 1 support;• Shared classroom support from school-funded Learning Support Assistants (Teaching Assistants/Mentor Teachers) assigned to all classes from Pre-KG to Middle School.• Well-developed system of formal and informal assessments to identify needs and monitor progress;• Personalized Learning Plans.• Exam access arrangements as per learning need and in compliance to the CBSE board directives;• Small group or 1:1 support sessions delivered by the Wellbeing Counsellor / Special Educators / Subject Specialists• Level 2 - Focused small group interventions by Teaching Assistants + remedial



	<p>sessions with Special Educators.</p> <ul style="list-style-type: none">• Level 3 - 1:1 or in small groups (in line with individual needs and school capacity)• In secondary school, students on all Levels of support (Levels 1, 2, and 3) will access interventions and/or learning support through Directed Studies and/or Booster sessions, facilitated by subject specialists
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Support for Students of Determination Our 3-tiered Graduated Systems of Support operate as a filtration system wherein when students make adequate progress and demonstrate independence, they are moved down the level of support most students making adequate progress in response to Level 1 support. Students may pass through these filters bi-directionally as their learning profile evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review - graduated approach).

Curriculum Modification:

All students have access to a broad and balanced curriculum in line with KHDA regulation. Teachers set high expectations for every student, regardless of their prior attainment. However, if the students' diagnosed difficulties do not permit them to access the standard school curriculum, then:

- Modifications to the curriculum are made for students with significant learning needs and future learning pathway plan.
- Language exemptions based on the formal assessment reports are applied for, and the time that would be used to learn additional languages, is used to develop skills such as reading, writing, spelling or math.
- The school also offers an Alternative Curriculum pathway through a personalized & bespoke Alternative Curriculum in English, Math, Science and Technology and Social Studies, along with the ASDAN SEN Modules, for students whose diagnosed disabilities make it impossible for them to access the CBSE or IGCSE curricula.
- Students are offered a mix of academic and skill based subject options in the secondary school in line with the CBSE provision for students of determination.
- Eventually when students require a more flexible learning plan to include vocational training, they are guided to pursue the National Indian Open School Curriculum (NIOS) or a Vocational Training Programme.

Monitoring, Evaluating and Reporting

The overall efficacy of the inclusion provision is monitored and reviewed by members of the Senior Leadership Team. This policy is reviewed and updated annually by the key personnel.



APPENDIX A:

Key Personnel

Name	Designation
Fatima Martin	Principal
Christine De Noronha	Vice Principal & Designated Safeguarding Lead
Preetam Shetty	Manager of School Operations
Michelle Verghese	Head of Kindergarten & Inclusion Champion
Shalini Fernandes	Head of Inclusion
Sweta Chakravarthy	Wellbeing Counsellor
Melora Pais	Special Educator

External Service Providers

Services	Name of the Provider	Contact Details
ABA therapy, speech therapy, & Psycho-educational Evaluation.	Bridges Speech Centre	Aspin Commercial Tower - 106 Sheikh Zayed Rd - Trade Centre 1 - Dubai, 050 522 6054

APPENDIX B:

Category of Disabilities/Special Educational Needs

The School follows the DSIB Revised Categorization Framework for Students of Determination (2022-23).

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)	Identification
Cognition and Learning	1. General barriers to learning (intellectual disability)	<ul style="list-style-type: none"> Mild (attainment 2-3 years below curriculum) Moderate (attainment 3-5 years below curriculum) Severe (very small incremental steps over time)
	2. Multiple disabilities	
	3. Developmental delay (younger than five years of age).	



	4. Specific learning disorders	<ul style="list-style-type: none"> ○ Dyslexia ○ Dyspraxia ○ Dyscalculia ○ Dysgraphia
Communication and Interaction	5. Communication disorders	<ul style="list-style-type: none"> ● Expressive Language ● Receptive Language ● Global Language Delay ● Speech Fluency Disorder ● Speech Sounds Disorder ● Social Communication Disorder
	6. Autism spectrum disorders	<ul style="list-style-type: none"> ○ Autism Spectrum Disorder Level 1 (mild) ○ Autism Spectrum Disorder Level 2 (moderate) ○ Autism Spectrum Disorder Level 3 (severe)
Social, emotional and mental health	7. Attention Deficit Hyperactivity disorder	<ul style="list-style-type: none"> ● ADHD - Inattentive ● ADHD - Hyperactive ● ADHD - Combined
	8. Psycho - emotional disorders.	<ul style="list-style-type: none"> ○ Depression ○ Bipolar Disorder ○ Oppositional Defiance Disorder ○ Obsessive Compulsive Disorder ○ Post-traumatic Stress Disorder
Physical, sensory and medical	9. Sensory impairment	<ul style="list-style-type: none"> ● Visual Impairment ● Hearing Impairment
	10. Deaf-blind disability	-
	11. Physical disability	<ul style="list-style-type: none"> ○ Muscular dystrophy ○ Cerebral Palsy ○ Spina Bifida
	12. Chronic or acute medical conditions	-



**APPENDIX C:
Links to legislation frameworks**

Federal Law (29) 2006 and (12) 2008	Guarantees a person of determination access to equal opportunities of education within all educational institutions Click here . Click here
Dubai Law 2014 (No. 2)	Concerning Protection of the rights of persons of determination in the Emirate of Dubai. Click here
Executive Council Resolution No. (2) of 2017-Regulating Private Schools in the Emirate of Dubai	Regulations for Private Schools in Dubai Click here Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools; Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities; Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force; Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities; Article 23 (4) provide a special needs friendly environment and academic programs appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
Dubai Inclusive Education Policy Framework (2017)	Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector. Click here
Dubai Inclusive Education Policy Implementation Framework (2019)	Click here



Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	https://government.ae/information-and-services/education/education-for-people-with-special-needs
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Revised Categorisation Framework for Students of Determination	Click here
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021
The Dubai Plan 2021	https://www.dubaiplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 - which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection.
UAE disability act (Federal Law 29, 2006)	Click here
UAE disability act (Federal Law 12, 2008)	Click here