

Inclusion Policy

Special Educational Needs, Disabilities, Gifted & Talented, and Language Support

Revised 2026

1. Introduction

Dubai National School Al Twar is committed to providing an inclusive, equitable, and supportive learning environment where no child is left behind. This policy outlines the school's dedication to inclusion, non-discrimination, support for students with special educational needs and disabilities (SEND), and provision for gifted and talented learners. It is developed in alignment with relevant legal frameworks to ensure a shared understanding of the school's values and standards of inclusive education among all stakeholders.

- UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions
- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.(English/Arabic)
- United Nations Convention on the rights of persons with disabilities (UNCPRD, 2008: 2010)
- Executive council Resolution No 2 of 2017 regulating private schools in the emirates of Dubai.
- Dubai Inclusive policy framework (2017).
- Directive and Guidelines for Inclusive Education (2019).
- Implementing Inclusive Education a guide for Schools (2020).
- Advocating for Inclusive Education a guide for parents. (2021).

2. Inclusion & Non-Discrimination Statement

Every student has the right to: - Access high-quality education - Participate fully in school life - Receive individualized support - Be treated with dignity, fairness, and respect

The school does not discriminate against students based on disability, gender, nationality, or language background. Inclusion is a shared responsibility of the entire school community.

3. Definitions

Students of Determination (Sod): Students who have additional learning, social, behavioral, communication, physical, sensory, or medical needs requiring targeted support.

Gifted and Talented Students: Dubai National School Al Twar define Gifted and Talented students as those who demonstrate outstanding ability or aptitude in one or more areas in:

Cat 4 result and Two A+ results obtained across two –continuous years.

Intellectual and academic ability

Creativity and critical thinking

Psychomotor ability (athletic or coordination skills).

4. Admission Policy

- Students of Determination are admitted regardless of disability, nationality, or gender.
- Parents must disclose relevant documentation during admission.
- Additional assessment by school specialists may be required to determine appropriate support levels.
- School adapts facilities or provisions to support access and inclusion.

5. Categories of Need

All students of determination (students who are formally diagnosed) and students identified based on evidence-based indicators suggesting the likelihood of a disability must be classified according to the following:

✓ Table 1: All students of determination (students who are formally diagnosed) must be classified within one of the eleven main disability categories.

✓ Table 2: All identified students (students for whom evidence-based indicators suggesting the likelihood of a disability are confirmed) must be classified using the disability categories listed in Table 2.

Table 1: Classification of Students with an Official Diagnosis

Main Category as Diagnosed According to the Unified Classification System Adopted in the UAE	Subcategory According to the Unified Classification System Adopted in the UAE	Additional Information
1. Intellectual Disability	1-1 Intellectual	➤ Mild ➤ Moderate ➤ Severe
	1-2 Intellectual Unspecified	➤ Mild ➤ Moderate ➤ Severe
	1-3 Pervasive Developmental Delay	
	1-4 Neurocognitive Disorders	
2. Communication Disorders	2-1 Language Disorders	➤ Receptive Language Disorder ➤ Expressive Language Disorder ➤ Mixed Receptive-Expressive Language Disorder
	2-2 Speech and Sound Disorder	
	2-3 Fluency Disorder	
	2-4 Social Communication Disorder	
	2-5 Unspecified Communication Disorders	
3. Autism Spectrum Disorder	3-1 Associated with Intellectual Disability	Level 1 Level 2 Level 3

	3-2 High Functioning	Level 1 Level 2 Level 3
4. Attention Deficit Hyperactivity Disorder	4.1 Combined Presentation	
	4.2 Predominantly Inattentive Presentation	
	4.3 Predominantly Hyperactive-Impulsive Presentation	
5. Psycho-Emotional Disorders		Depression. Bipolar Disorder. Anxiety Disorders. Post-Traumatic Stress Disorder. Adjustment Disorder. Obsessive-Compulsive Disorder. Oppositional Defiant Disorder. Conduct Disorder. Selective Mutism. Intermittent Explosive Disorder. Eating Disorders. Personality Disorders. Tourette Syndrome. Other.
6. Specific Learning Disabilities	6.1 Dyslexia	
	6.2 Dysgraphia	
	6.3 Dyscalculia	
	6.4 Academic Skills	
7. Visual Impairment	7.1 Total Blindness	
	7.2 Partial blindness	
	7.3 Low Vision	Mild ✓ Moderate ✓ Severe ✓
	8.1 Deafness (Hearing loss more than 90 dB)	

8. Hearing Impairment	8.2 Hard of Hearing (Degree of hearing loss extends from 26 - 90 dB)	
9. Deaf blindness	9.1 Deaf blindness	➤ Mild ➤ Moderate ➤ Severe
10. Physical Disability		• Cerebral palsy. • Muscular dystrophy. • Spina bifida. • Amputation or limb differences. • Spinal cord injury. • Developmental coordination disorder. • Dyspraxia. • Osteoarthritis. • Idiopathic arthritis in adolescents. • Musculoskeletal. • Other
11. Multiple Disabilities		When selecting the category "Multiple Disabilities," two or more of the main categories must be identified, which, Together or with accompanying subcategories, lead to Complex needs requiring support.

- The steps required to complete the procedures for classifying students with disabilities who do not have an official diagnosis (identifying obstacles):

Step 1: Identify the primary obstacle, as determined through a comprehensive student assessment.

Step 2: Identify the primary obstacle and its subcategory

Step 3: Where available, complete any additional information requirements that clarify the level of support or the nature of the obstacle.

Table 2: Classification of Students without an Official Diagnosis (Identifying Barriers)

Main	Subcategory According to the Unified Classification System Adopted in the UAE	Barrier Subcategory	Additional Information
1. Thinking and learning needs	General Learning Needs Across Subjects	Learns with limited additional support (can follow most learning with adjustments and guidance).	
		Learns with structured support (frequently needs accommodations and assistance across subjects).	
		Learns with high levels of support (needs continuous individual support in most academic aspects).	
	Early Developmental Needs in More Than One Area (Children aged 5 and under)	Learns with limited additional support (can follow most learning with adjustments and guidance).	
		Learns with structured support (frequently needs accommodations and assistance across subjects).	
		Learns with high levels of support (needs continuous individual support in most academic aspects).	
	Memory and Thinking Needs Resulting from Illness or Injury	Learns with limited additional support (can follow most learning with adjustments and guidance).	
		Learns with structured support (frequently needs accommodations and assistance across subjects).	

		Learns with high levels of support (needs continuous individual support in most academic aspects).	
2. Communication and Speech Needs	Language needs	➤ Understanding ➤ language Using ➤ language Understanding and using language	
	Difficulties in pronouncing speech sounds clearly		
	Stuttering		
	Stammering causes difficulties in social interaction language.		
	Other language needs, or unclear		
3. Social communication and interaction needs		➤ Requires occasional low-level support (generally independent and benefits from some assistance). ➤ Requires regular support (daily support in several areas). ➤ Requires high levels of support (continuous assistance in most academic areas)	
4. Attention and concentration needs	Difficulties in both attention and hyperactivity Activity		
	Difficulties related to attention and concentration Basically		

	Difficulties related to hyperactivity Impulsive behavior.		
5. Social, emotional, and behavioral needs		➤ Low mood or sadness. ➤ Severe mood swings. ➤ Anxiety and fear. ➤ Difficulties following exposure to traumatic events. ➤ Repetitive or obsessive behaviors. ➤ Strong refusal or defiant behavior. ➤ Absence of speech in certain situations (selective mutism). ➤ Sudden anger outbursts. ➤ Eating and feeding difficulties. ➤ Personality- or behavior-related challenges. ➤ Involuntary movements or vocalizations (tics). ➤ Other	
6. Difficulties in Learning Specific Skills	Reading difficulties.		
	Writing difficulties.		
	Difficulties in mathematics and number skills.		
	General academic learning difficulties.		
7. Vision needs	weak eyesight	➤ Mild difficulty seeing details. ➤ Significant difficulty seeing clearly. ➤ Very limited vision.	

8. Hearing Needs (Hearing Impairment)	hearing loss	➤ Mild difficulty hearing sounds. ➤ Recurrent difficulty understanding speech. ➤ Inability to hear most speech.	
9. Physical or Motor Needs		➤ Mobility and posture needs. ➤ Persistent muscle weakness. ➤ Difficulties with motor coordination and planning. ➤ Bone fragility. ➤ Ongoing joint problems. ➤ Amputated or malformed limbs. ➤ Loss of mobility due to spinal cord injury. ➤ Skeletal or joint deformities or differences (e.g., scoliosis, clubfoot). ➤ Other.	
10. Multiple and Complex Needs		➤ This category is selected when two or more disabilities co-occur, resulting in needs that require a high level of individualized support and continuous intervention from specialists. ➤ Relevant categories of barriers should be recorded when selecting this option.	

6. Levels of Support

Level 1 – Classroom Differentiation: Differentiated instruction, flexible grouping, modified tasks.

Level 2 – Targeted Pull-Out Intervention: Small-group or one-on-one intervention, LSA support, short-term individualized targets.

Level 3 – Learning Support Section (LSS): Individualized programs in specialized classrooms, partial/full inclusion, multidisciplinary support.

7. Identification & Referral Procedures

On Admission: Admissions Process for Students of Determination

a. Initial Inquiry and Application

- Parents/guardians of Students of Determination are encouraged to disclose any existing diagnoses, reports, or support needs during the application process.
- Early disclosure allows the school to prepare for appropriate accommodations and plan support services.

b. Review of Documentation

- The Inclusion Support Team (IST) will review any available documents (e.g., psycho-educational assessments, therapy reports, IEPs).
- If additional assessments are required, the school may recommend further evaluation in collaboration with parents.

c. Meeting with the Family: A formal meeting is held with the parents/guardians, school inclusion staff, and relevant academic leaders to:

- Discuss the student's needs
- Share how the school supports inclusive education
- Clarify expectations and available support

d. Determining Reasonable Adjustments

- The school will determine whether it can provide the necessary support within available resources and staff expertise.
- If necessary, external specialists may be consulted.

e. Decision and Placement: An admission decision will be made based on:

- The best interests of the student
- The school's ability to meet the student's needs effectively
- Ensuring that placement is appropriate and sustainable
- If admission is granted, an Individual Support Plan (ISP) or Individual Education Plan (IEP) will be initiated collaboratively.

For Existing Students: Teacher referrals, screening (CAT4, rubrics), specialist assessments, parent meetings, external reports if needed.

8. Individual Education Plans (IEPs)

- Developed collaboratively with teachers, specialists, parents, and students.

- Include student strengths, needs, SMART goals, accommodations, behavior and speech/language plans.
- Reviewed twice per term and end-of-year with recommendations for next year.

9. Transaction Policy

Step 1:

Initial Assessment and Readiness Check Review the Student's IEP (Individualized Education Plan):

Evaluate the student's academic, social, emotional, and behavioral progress in their current program.

Assess Readiness: Determine if the student meets benchmarks for mainstream integration (e.g., academic skills, independence, and social adaptability).

Involve Stakeholders: Parents, special educators, therapists, and mainstream teachers collaborate to decide if transitioning is appropriate.

Step 2:

Formal Request for Transition

Parent/Guardian Request Parents may initiate the process by submitting a written request to the school administration.

School Team Recommendation: The school's Student Support Team (SST) or Multi-Disciplinary Team (MDT) recommends the transition based on assessments.

Step 3: Develop a Transition Plan

Update the IEP: Modify goals to include mainstream classroom expectations (e.g., participation in group work, standardized assessments).

Gradual Integration: Start with partial inclusion (e.g., attending specific subjects in the mainstream class) before full-time integration.

Support Systems: Assign a shadow teacher, provide assistive technology, or schedule regular check-ins with a counselor.

Step 4: Prepare the Mainstream Environment

Teacher Training: Train mainstream teachers on the student's needs, accommodations (e.g., extended time, sensory breaks), and inclusive teaching strategies.

Peer Sensitization:

Conduct workshops to foster empathy and inclusivity among mainstream students.

-Physical Accessibility:

Ensure classrooms, labs, and facilities are accessible (e.g., ramps, quiet spaces).

Step 5: Monitor and Adjust

Progress Tracking: Use formative assessments and behavioral logs to evaluate the student's adjustment.

Regular Meetings: Hold monthly reviews with parents, special educators, and mainstream teachers to address challenges.

Flexibility: Be prepared to adjust the plan (e.g., revert to partial inclusion if needed).

10. Behaviour Support & Safety

- Positive Behaviour Support principles
- Functional behaviour assessments
- Behaviour intervention plans
- Counselling support
- Monitoring by specialists and social workers
- Crisis-prevention protocols

11. Assessment & Exam Accommodations

- Extra time, reader/scribe, separate room, modified papers, extended breaks
- Assistive technology (tablets, speech-to-text, text-to-speech)
- Visual supports
- Documented in IEP

12. Confidentiality & Data Protection

- Student files are confidential.
- Access restricted to authorized staff.
- Information shared on educational need-to-know basis.
- Compliance with UAE child protection and privacy regulations.

13. Parent–School Partnership

- Transparency in decisions
- Regular meetings
- Shared responsibility in IEP goals
- Training/sessions when needed
- Clear communication at each stage

14. Roles & Responsibilities

Inclusion Governor: Oversees policy implementation, ensures compliance.

Principal: Ensures inclusive culture, adequate resources.

Inclusion Champion: Leads inclusion initiatives, monitors quality.

SENDCO / SoD Coordinators: Manage daily operations, assessment, IEPs, CPD, track progress.

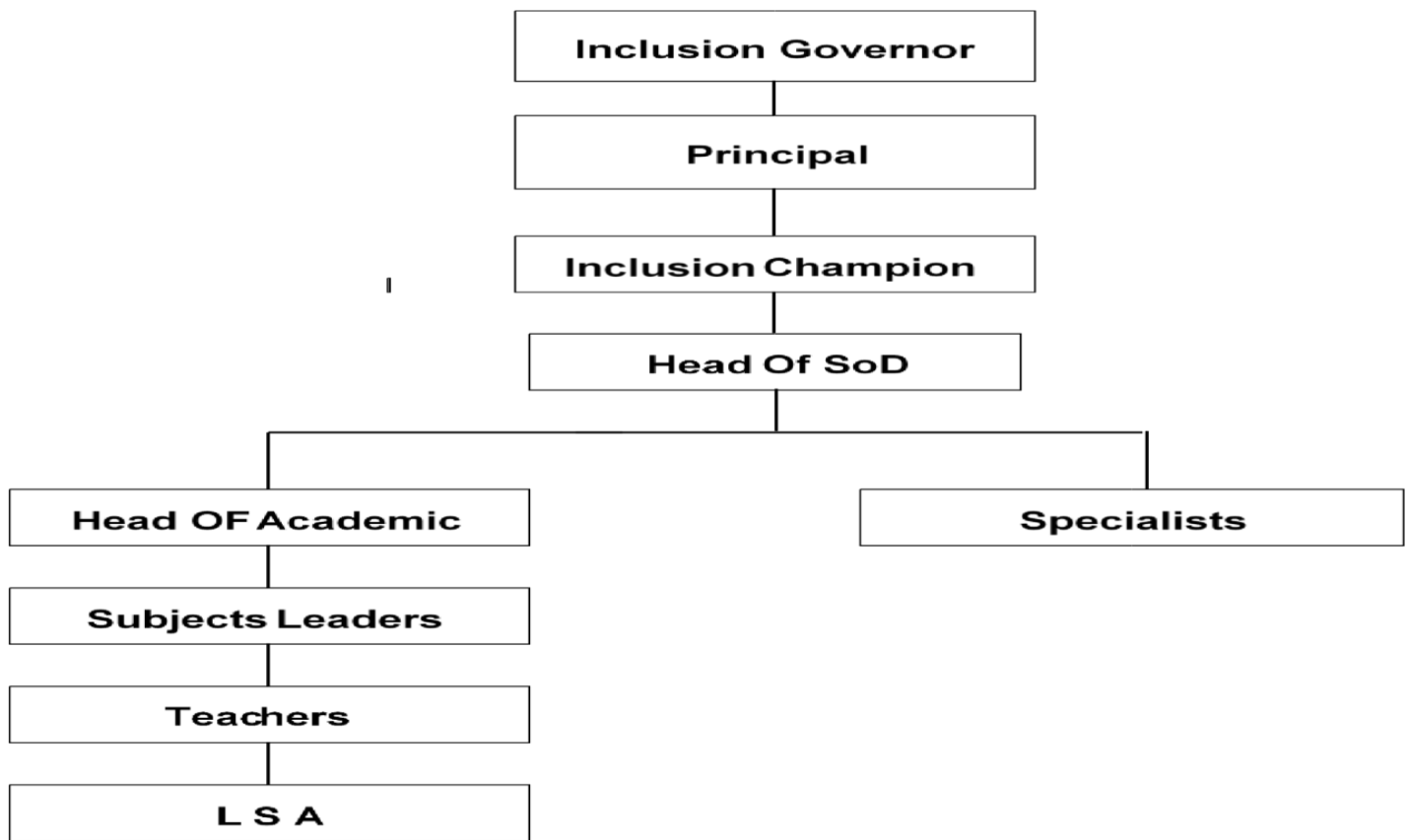
Teachers: Deliver differentiated instruction, implement IEPs, monitor progress.

LSAs: Deliver one-on-one/small-group interventions, support classroom instruction.

Social Workers: Support emotional/social needs, contribute to behaviour interventions.

Parents: Participate in decisions and IEP development.

SOD Organizational Chart



15. Staff Development

- Internal CPD led by specialists
- External training via MOUs

- Annual inclusion workshops
- Targeted training based on appraisal outcomes

16. Inclusion Procedural Flowchart

Referral → Screening → Specialist Assessment → Team Review → Parent Meeting → IEP Development → Intervention → Monitoring → Review → (Possible Transition to/From LSS)

16. Reviewing the Policy

- Annual review
- Updated to reflect KHDA guidelines and legislative changes
- Shared with all stakeholders

17. References

- UAE Federal Law 29 (2006) & Federal Law 14 (2009)
- Dubai Law No. 2 (2014)
- Executive Council Resolution No. 2 (2017)
- UN Convention on the Rights of the Child
- Dubai Inclusive Education Policy Framework (2019)
- UAE School Inspection Framework