



INCLUSION POLICY

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Introduction

Deira Private School (DePS) is dedicated to the positive growth of its students in all areas of life. At DePS we believe that every child is special and our aim is to provide a well- rounded programme appropriate to the diverse intellectual, social, emotional and physical needs of students of determination (SoDs). We provide a caring and positive environment to ensure everyone is included.

Educational inclusion is about creating a secure, accepting, collaborating and stimulating school in which everyone is valued, as the foundation for the highest achievement for all students. We recognise that all children are unique and students of determination (SoDs) require additional support in order for them to fulfil their potential.

The Deira Private School Inclusion Policy focuses on developing and implementing a clear whole school policy for students of determination (SoD) that:

- Describes how additional needs for students are identified and met
- Explicitly details how children's needs are recorded and communicated to all other staff as well as parents and students as deemed appropriate;
- Explain the setup of Individual Educational Plans (IEP) and Advanced Learning Plans (ALP)
- Outlines arrangements for establishing and maintaining links with external agencies
- Explain how staff training needs in relation to SEN are identified and met
- Explains the way INCLUSION policy is implemented
- Describes arrangements for monitoring and evaluating the effective provision for students of determination.

Aims and Objectives

Aims

To provide the structure for a student-centred response that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development. As a result, they are able to achieve maximum progress, fulfilling their potential and promoting their well-being.

Objectives

This Inclusion Policy reflects the principles of the Dubai Inclusive Education Policy Framework. The aims of this policy are to:

- Enable students with special educational needs to have their needs met,
- Take into account the views of the students with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of students with special educational needs,
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with special educational needs,

- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND, their families, staff within school, other relevant external professionals.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard for the Dubai Inclusive Education Policy framework and revised categorisation framework for the identification, assessment, support and review of special educational needs.

Statement of Intent

This policy is in line with our teaching and learning policy and aims to support inclusion for all of our students. At the heart of our policies is a commitment to improving the life chances and maximising the potential of all students. The aims for students with any additional educational needs are the same as those for all children. The responsibility for the management of this policy falls to the Senior Leadership Team; the day-to-day operation of the policy is the responsibility of the Head of Inclusion.

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

DePS will ensure that the appropriate provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to ensure they fully participate in all aspects of school life.

The staff, Head of Inclusion and the Inclusion Champion will also work to ensure that all SoDs/Students with Special Educational needs reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SoDs. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from learning support assistants, teaching assistants or specialist staff.

Teaching and supporting SoDs is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – School, parents/carers, students and external agencies.

At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and fairness for all. All students are given opportunities to be successful learners, to form positive social relationships

with peers, and to become fully participating members of the learning community.

Definition of Students of Determination (Students with Special Educational Needs)

Students have special educational needs or are students of determination if they have a learning difficulty or disability which calls for special education provision to be made for them. This provision will be **additional to or different from** that normally available in a differentiated curriculum. (UK SEND CODE of Practice, 2014) or “A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers. (Dubai Inclusive Education Policy Framework 2017)

The School regards students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students must not be regarded as having a learning difficulty solely because the form of language of their home is different from the language in which they will be taught.

We will have regard for the Dubai Inclusive Education Policy Framework when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a student’s school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is ‘additional to or different from’ the normal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Categories of Need

The following is the UAE unified 12 categorisations of disability as defined through the KHDA revised categorization framework for students of determination (2019-20). It is used at DePS as an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders

Social, emotional and mental health	<p>7. Attention Deficit Hyperactivity disorder</p> <p>8. Psycho - emotional disorders.</p>
Physical, sensory and medical	<p>9. Sensory impairment</p> <p>10. Deaf-blind disability</p> <p>11. Physical disability</p> <p>12. Chronic or acute medical conditions</p>

Definition of Inclusion

Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or intellectual disabilities. It is the progressive development of attitudes, behaviours, systems and beliefs that enables inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

Our philosophy at DePS of implementing inclusion involves the following:

- The basic principle in the least restrictive environment includes a variety of options available and designed to meet the diverse and changing needs of students,
- Ensuring access to the students with disabilities to get services suitable to them in the places where students can learn successfully and flourish alongside peers of the same age.
- A least restrictive environment constitutes inclusion in the regular education classroom with community based and classroom support.

Deira Private School strives to include students of determination with a wide range of individual needs in the mainstream classroom. However in some cases there may be a need to provide special education support and services from outside the regular classroom. A student with specific learning difficulties may receive individual support from the special educators and or counsellors outside the classroom setting.

The following principles are the guidelines set by DePS to support this process:

1. Setting suitable learning challenges

- 1.1. Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
- 1.2. Identifying any gaps in students' learning and making arrangements to deal with them
- 1.3. Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
- 1.4. Where students' attainments are significantly low, DePS will demonstrate that sufficient plans are in place with challenging work within each subject

2. Responding to students' diverse learning needs

- 2.1. DePs will demonstrate high expectations are set and provide opportunities for all students to achieve
- 2.2. Teachers need to demonstrate that they are aware that students bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
- 2.3. Teachers should provide evidence that they have planned their approaches to teaching and learning so that students can take part in lessons fully and effectively
- 2.4. Teachers should demonstrate that they have taken specific action to respond to students' diverse needs by:
 - Creating effective learning environments
 - Securing their motivation and concentration
 - Providing equality of opportunity through teaching approaches
 - Using appropriate assessment approaches
 - Setting targets for learning

3. Overcoming potential 'Barriers to Learning' and assessment

This section deals specifically with students of determination

3.1 Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child

3.2 Where appropriate, there needs to be evidence that students have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists

3.3 Teachers should demonstrate that they have taken specific action to provide access to learning by:

- Providing for students who need help with communication, language and literacy support.
- Planning, where necessary, to develop students' understanding through the use of all available senses and experiences.
- Planning for students' full participation in learning and in physical and practical activities.
- Helping students to manage their behaviour, to take part in learning effectively and safely, and preparing them for life.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Our Provision for Students of determination

Students of determination have a learning need that requires special educational provision to be made for them which is additional to, or different from, the differentiated curriculum provision made for students in the classroom.

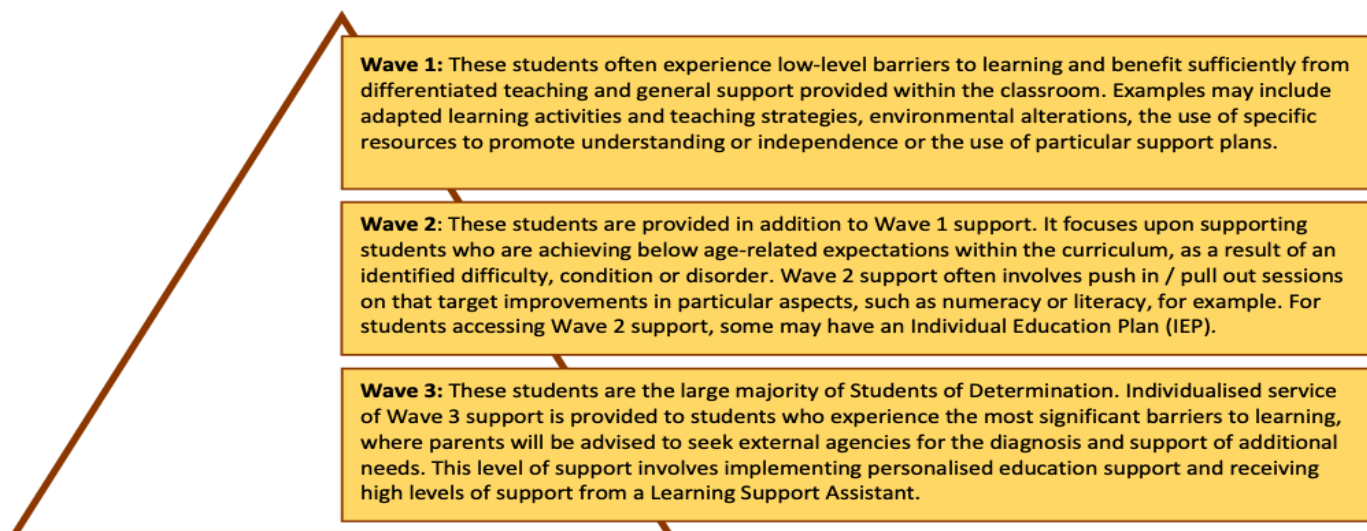
1. Students with Formal Diagnosed Special Educational Needs

Students who start their education in DePs with formal documentation of a specific diagnosis will be supported by an Individual Education Plan, produced by the Head of Inclusion within the first month or as soon as possible after their arrival in the school.

Where appropriate, students will be encouraged to participate in their own IEP process.

2. Students who do not have a Formal Diagnosed Special Educational Needs

DePS recognises the importance of early identification and intervention. DePS undertakes a Graduated Approach to the identification, assessment and support of students of determination. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.



Waves of Intervention Model

Wave 1: The Core - High Quality First Teaching

- The educational needs of the majority of students will be met in the classroom. The teacher tailors instruction to meet the student's individual needs while maintaining high aspirations for expected attainment.
- The teacher plans activities to support the students to enable progress to be achieved.
- The teacher may differentiate the content, the process, the products or the learning environment and/or may use on-going assessment and flexible grouping.
- Children identified at Wave 1 are monitored closely to ensure that progress is being made and any obstacles to learning are overcome.

Wave 2: Targeted - Additional Support (Push-in / Pull-out)

This stage may include different interventions including writing of individual Education Plan (IEP) and Behavioural Intervention Plan (BIP)-See section of IEP

Wave 3: Intensive - External Agency Support and LSA (Learning Support Assistant)

Where the student does not, after an appropriate period of time, reach expected levels academically or in behaviour, or where the school believes that the student has an undiagnosed special educational need, the parents will be advised to seek the support of external agencies for the diagnosis and support of additional needs such as, receiving high levels of support from a Learning Support Assistant. The resulting diagnosis will be supported by an IEP, written by the

special educator and student's teachers in consultation with the parents and the child where appropriate.

Advanced Learning Plan (ALP)

Gifted and talented students may be significantly ahead of the majority of their peers in one or more of the following areas:

- Those who show exceptional ability. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- Those students who possess a general academic learning ability, which is significantly greater than those of their peers.
- It is recognised that some children may have dual exceptionality.

In DePS, students who have been identified as gifted and talented will be educated with differentiated learning tasks and a challenging curriculum. They will be provided with appropriate advanced learning opportunities and experiences to develop their potential and to satisfy their learning needs through the development of an Advanced Learning Plan (ALP). (See the Gifted and Talented Policy)

The Individual Education Plan (IEP)

The IEP will be written by the Special Educator in consultation with the student's teachers, parents and, where appropriate, the student.

- The IEP will include the diagnosed area(s) of difficulty, the student's areas of strengths and needs and any accommodations and/or modifications that are to be put in place to assist the student's learning
- The IEP will include a set of specific targets and the teaching strategies to support these targets, additional to those that students will receive through the normal differentiated curriculum, which will support the student and enable the student to progress in their particular area(s) of difficulty.
- The IEP will be shared with all school staff who work with the student.
- The IEP will be reviewed every six weeks as a working document.

At the IEP review, decisions are made about the future actions that may be taken to meet the student's needs. These may be to:

- Reduce the amount of help, thereby weaning the student to become more independent.
- Continue with the existing level of help with new targets being set
- Increase the level of intervention if there has been little progress

Parents' role in partnering with the school is crucial for the student's development and progress.

Modification and Adaptation:

Curriculum Adaptation:

Definition: Curriculum adaptation involves making adjustments to the content, delivery, and assessment methods to accommodate the diverse learning styles and abilities of students.

The objective of curriculum adaptation is to provide a flexible and inclusive learning environment that meets the unique needs of each student while adhering to the curriculum framework.

Curriculum Modification:

Definition: Curriculum modification entails making substantial changes to the content, pacing, or learning outcomes to better align with the individual learning goals and abilities of students with SEN. This is to ensure that students with diverse needs can access and engage with the curriculum effectively, fostering their academic and personal development. At Deira private school, we

Behavioral Intervention Plan (BIP)

- Behaviour intervention is provided for those with challenging behaviours.
- An Individualised Behavior Plan (IBP) assists the student in building positive behaviours to replace or reduce a challenging/dangerous behaviour, providing effective strategies.
- The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behaviour are recorded to help plan the IBP.

Exemptions

Provisions and exemptions may also be provided as per the need of the student. The following is the list of provisions available for students of determination

- Modified curriculum
- Modified assessment- tailored to concepts that the student has been taught / IEP targets
- Exam access arrangements and other accommodations and reasonable adjustments in the classroom.
- Learning Support Assistants / Teaching Assistants in class to support the academic and behavioural needs.
- Exemption from languages- second language and Arabic from KHDA or change to Arabic (B) from Arabic (A). It is mandatory for parents to submit a psychoeducational assessment report to seek any exemption. The report has to be less than 2 years old.

Access to the Environment

DePS is a single-site school built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which has an additional ramp and therefore is suitable for wheelchair access. Classrooms are accessed by corridors from which are accessible to wheelchairs. There is currently no lift to the first floor, but there is an 'evac chair' for emergencies.

Assessment/Testing within the school for students of determination

- Teachers and special educators need to discuss the needs of each student before assessments to ensure students of determination are given a fair test.
- For external tests, early discussion is critical so accommodations can be applied for.

Exam provisions

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of a reader (only read out). Part or whole question can be read out
- Use of scribe to write answer paper
- Use of calculator
- Use of computer/laptop to write exam
- Condone spelling error
- Learning Support Assistant in class and during assessments

The school welcomes students with diverse learning needs. Efforts are made to accommodate the learning, behavioural and social emotional needs of all learners.

The Head of Inclusion/Inclusion team has the duty of recognising children with Special Education Needs as fully participating members of a community of learners. All students are provided equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their Educational Program. The professionals from the department will ensure the full inclusion of students of determination which is facilitated and made possible through implementing Individualised Educational Plan in collaboration with parents, teachers, centres (where applicable) other caregivers and more importantly the child. Students of determination are monitored and given appropriate targeted interventions.

For admissions procedure for students of determination

(see Admission Policy)

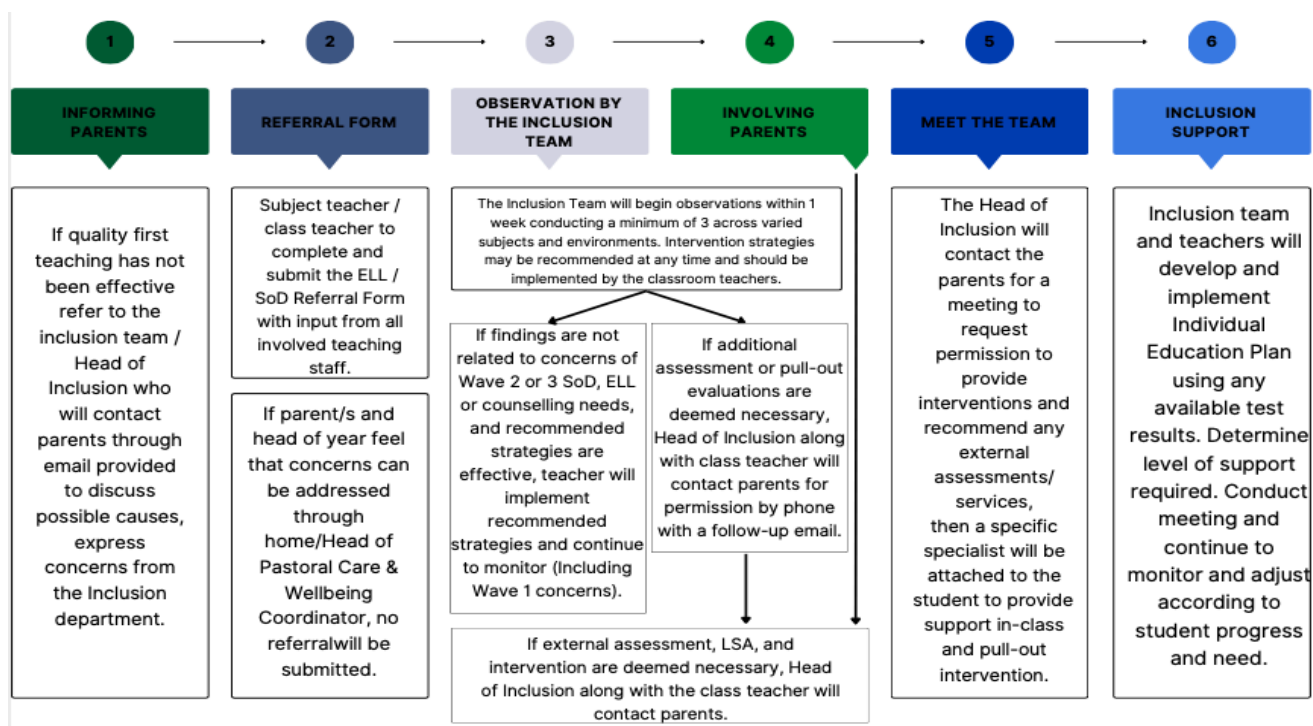
Identification

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress academically, socially or in other areas of students' lives or where they fall behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the student and their peers;
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Head of Inclusion to assess if a student has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.



When considering whether a student has a special educational need any of the following may be evident:

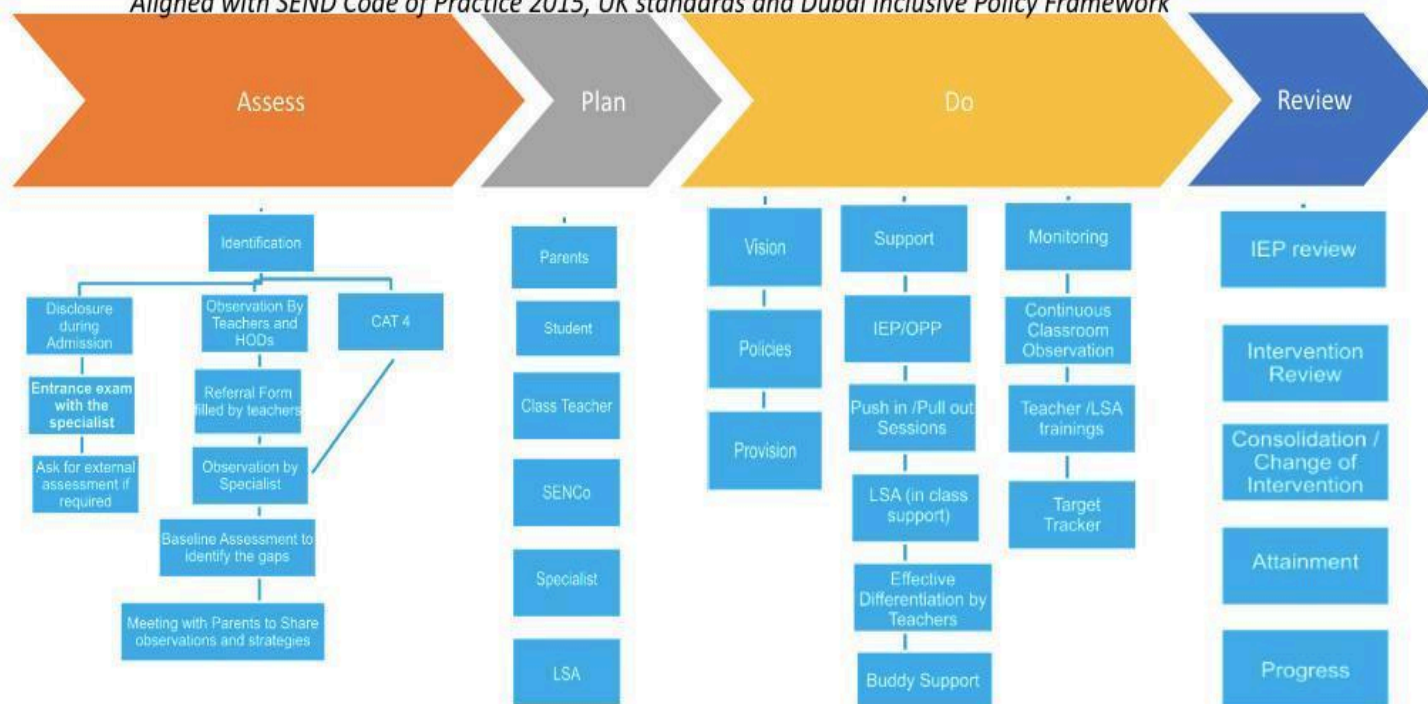
- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent social, emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment or strategies;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly impact on the student's own learning or that of the class, despite having an individualised behaviour support programme;
- Has communication or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

ASSESS, PLAN, DO AND REVIEW

- Where a student is suspected to have SEND, we will take action to further assess and support effective learning by removing barriers to learning and put effective special educational provision in place. This **SoD support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.
- For students with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all students. For those students with more

complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Progress Meetings.

Aligned with SEND Code of Practice 2015, UK standards and Dubai Inclusive Policy Framework



Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Principal, Inclusion Champion, Head of Inclusion, Inclusion Governor, and the Special Educators, all members of staff have important responsibilities.

THE SENIOR LEADER TEAM AND INCLUSION GOVERNOR:

The Principal, Senior Leadership Team and Inclusion Governor follow the guidelines as laid down in the Dubai Inclusive Education Policy Framework to generate an inclusive system of education for students of determination.

THE PRINCIPAL:

The Principal has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The principal will keep the Senior Leadership Body fully informed on Special Educational Needs issues. The principal will work closely with the Head of Inclusion and other members of senior leadership and the Governor with responsibility for inclusion.

THE INCLUSION CHAMPION:

The inclusion champion promotes ideas and models practice that supports the development of inclusive attitudes and approaches. Furthermore, the inclusion champion develops positive relationships with the

community responding to feedback, sharing information with senior leaders and providing the motivation and support required for improvement of SEND provision.

THE LEADER OF PROVISION FOR STUDENTS OF DETERMINATION (Head of Inclusion):

In collaboration with the Principal, the Inclusion Champion, and other members of the Senior Leadership Team, the Head of Inclusion determines the strategic development of the Inclusion policy and provision with the ultimate aim of raising the achievement and promoting social inclusion of students of determination. The Head of Inclusion is experienced, well trained professionals with a masters degree in Special Educational Needs and Inclusive Education.

The Head of Inclusion is in charge of the day-to-day operations of the Inclusion policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The Head of Inclusion provides relevant professional guidance to colleagues with the aim of securing high-quality teaching and social inclusion for students with special educational needs. They work alongside teachers to observe, assess and identify special educational needs. They provide advice and guidance to both teachers and parents and promote high expectations of student learning and achievement. Furthermore, they facilitate collaborative meetings to promote the development of individual education plans and implement evidence-based programmes of intervention for individual and small groups of students.

SPECIAL EDUCATORS:

The special educators are competent professionals with high levels of skill and ability in applying inclusive approaches within their practices. They serve as a role model and support for classroom teachers as they work to develop their practices to meet the learning needs of diverse student populations.

The special educators are experienced and highly skilled in the planning and delivery of intervention for SoDs. Special educators provide individual support to students with learning disabilities which prevent them from benefiting from mainstream classes. They also support and train the LSAs so they are able to do their work better. They provide specialised tuition to a group of students or individual students.

They support the Head of Inclusion with assessments and generally in promoting inclusive education. They record the progress of students with special educational needs. They are involved in the writing of IEP, setting specific time related targets. Furthermore, they advise class teachers about adapting the curriculum, teaching strategies, suitable textbooks, information technology and software and other related matters.

ALL TEACHING AND NON-TEACHING STAFF:

- All staff are aware of the school's Inclusion policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process includes working with the Head of Inclusion to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- LSAs will liaise with the class teacher and special educator on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Early Intervention

The progress made by all students is regularly monitored and reviewed. Initially, concerns noted by teachers or parents/carers are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

Partnership with External Agencies

DePS is supported by a wide range of different agencies and teams including Occupational Therapists, Educational Psychologists, The Educational Psychologist, The Speech and Language Therapists, The Physiotherapists and more importantly the parents.

Transition

A change of school, class and staff can lead to some uncertainties for students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families.

Training or Professional Development Training

- All staff at the school engage in regular training sessions where Quality First Teaching is addressed.
- The Head of Inclusion and SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND.
- All staff have regular CPD meetings. The progress of all students including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

Monitoring and Evaluating the Success of the Inclusion Policy

As part of their responsibilities, the Senior Leaders, inclusion champion and Governor in charge of Inclusion regularly monitor the Inclusion provision to ensure that the delivery of support is of a high standard. The effectiveness of the school's provision for students with SEND is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team and Governors. This includes:

- Reviewing the effectiveness of our school wide provision three times a year. Provision is reviewed by staff leading the intervention and recorded on the provision map. We consider an intervention successful if most students meet the targets set at the start of the intervention. Where an intervention is not considered successful, the necessary 'next steps' will be put in place with guidance from the Head of Inclusion.
- Every six weeks progress meetings
- Termly analysis of data
- Learning walks
- Lesson observations
- Interviews with students and parents

EXIT CRITERIA

When a student has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion with parents/carers it will be agreed that the student no longer requires special educational provision.

Gifted and Talented Students

The term “gifted and talented” applies to a student who has been identified as one who is “more able” and/or of a “higher learning potential” than their peers. At DePS we believe these students have special learning needs that are as important as any other group, and as such, require access to specific programs that enable their potential to be nurtured and realised.

Refer to “DePS Gifted and Talented Policy” for more information

The following are provided as contacts and are not specifically endorsed by the school. It is recommended you contact them to find the most suitable service for you.

Child Early Intervention Medical Centre

Al Razi Building, Block B, Suite 2010, Dubai
HealthCare City, P O Box 505122
Tel: 04-4233667

ABLE UK (Advanced Behavioural Learning Environment)

Tel +971 4 552 0351
Web: <https://able.ae/>

Maharat Learning Centre

Tel +971 4 288 8104
Web: <https://maharatlearning.com/>

Stepping Stones

Tel +971 4 3635433
Web: www.steppingstonesca.com/

Rashid Center for People of Determination

Tel: +971 4 3400005
Web: <https://rashidc.ae/en/home/>

Documents to support Inclusion policy

- Admission Policy and procedure
- Safeguarding Policy
- Gifted and Talented Policy

Document	Inclusion Policy
Date written	April 2021
Last reviewed	August 2023
Next Review	August 2024
Version	Working Document