

INCLUSION POLICY 2025-26

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BY – THE PRINCIPAL AND SLT

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Rationale:

"Learning for Everyone"

At Dhruv Global School (DGS), we are dedicated to creating an inclusive learning environment that honors diversity and guarantees that every student has the opportunity to achieve their highest potential. Our inclusive philosophy is based on the conviction that all students, irrespective of their abilities or requirements, should receive the essential support and resources to succeed academically, socially, and emotionally.

Statement of Intent:

At Dhruv Global School, we are dedicated to promoting an inclusive learning environment that maximizes the potential of all students and improves their life opportunities. Our policy ensures that students with additional educational needs receive the necessary provisions, alongside high-quality teaching that is tailored to meet the individual needs of all learners. We take a collaborative approach to inclusion, with the Senior Leadership Team overseeing the policy, and the Special Educator managing its daily implementation. All teachers are responsible for the progress and development of students, including those with special educational needs and disabilities (SEND), ensuring that they are fully integrated and participate in all aspects of school life.

We recognize the unique qualities of each student and provide the necessary structures to support their physical, intellectual, emotional, social, and cultural development. Dhruv Global School caters to

a wide spectrum of learners, including students of determination and the gifted and talented. Our approach includes a graduated system of assessment, planning, implementation, and regular review, which ensures early intervention and addresses learning gaps effectively. Collaboration with students, parents, staff, and external agencies is central to our inclusive practices, fostering an environment where all students can succeed academically, build positive relationships, and actively engage in the school community.

Our inclusive education policy is aligned with legal frameworks, including the 'Dubai Inclusive Education Policy Framework 2017,' ensuring equal opportunities for students of determination. We aim to create a culture of respect and fairness, offering curriculum adaptations, accommodations, and best practices that remove barriers to learning, enabling every student to reach their full potential, both academically and socially.

1. PRINCIPLES

Key Principles of Our Inclusive Education Policy:

1. Strengthening Educational Capacity:

- We work to enhance the ability of the entire education system to support and reach all learners effectively. Our goal is to equip teachers and staff with the tools and resources necessary to create an inclusive classroom environment.

2. Ensuring Equal Opportunities:

- We ensure that no child is left behind. Every student, regardless of their socio- economic background, physical ability, or learning style, will have the opportunity to receive quality education in a safe and respectful environment.
- We are committed to providing a holistic education free from any form of discrimination, abuse, neglect, or exploitation.

3. Recognizing Individual Learning Styles:

- We believe that every child has a unique way of learning and developing. The school strives to create a safe, stimulating, and supportive environment that accommodates the diverse learning needs of all students.
- Our approach encourages all students, both with and without additional needs, to succeed and achieve their full potential.

4. Support for Special Educational Needs (SEN):

- The special educational needs of all children will be met in the most appropriate and relevant way. While many students will benefit from support in mainstream settings, we also provide withdrawal settings when necessary for focused interventions.
- We ensure that these provisions are tailored to the needs of each individual student, with the aim of fostering their academic, social, and emotional development.

5. Creating a Respectful and Inclusive Community:

- Our vision is to create a school community where all students are respected and valued, both inside and outside the classroom.
- The focus is on building an environment that fosters mutual respect, empathy, and understanding among all students and staff.

6. Clear Guidelines for Effective Support:

- This policy outlines clear guidelines for school staff and stakeholders on how to provide effective

support for students who are potentially vulnerable or have additional needs.

- We are committed to the ongoing development of inclusive practices that ensure the successful integration of all students, with specific attention to the unique needs of each individual.

Commitment to Inclusive Education:

Through this policy, Dhruv Global School is firmly committed to the vision of **Inclusive Education**. We believe that education is a right for all children, and we are dedicated to removing barriers to learning while ensuring that the diverse needs of all students are met. This policy provides a framework to guide our efforts and practices, ensuring that every student is given the necessary support, encouragement, and opportunities to thrive.

DEFINATION

Students of Determination (SOD): Those presenting special needs and disabilities (SEND)

The Federal Law No 29 of 2006, Concerning the Rights of People with Special Needs, defines a person with special needs as “every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.” The students are referred to as “Students of determination”

Dubai Law 2014 (no. 2) Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai specifies a person with disability as “a person suffering from a long-term physical, mental, or sensory deficiency or impairment that may hinder his full and effective participation in the society on an equal footing with others.”

Dhruv Global School adheres to the guidelines provided by the Dubai Schools Inspection Bureau (DSIB) and the Dubai Inclusive Education Policy Framework in promoting a holistic, inclusive educational environment for all students, including those with Special Educational Needs and Disabilities (SEND).

Definition of Special Educational Needs (SEND)

- According to the **Dubai Schools Inspection Bureau (DSIB)**, Special Educational Needs refer to educational needs that are distinct from those of most students. These needs arise due to the impact of a disability or a recognized disorder, which may require specific interventions to facilitate learning.
- The **Dubai Inclusive Education Policy Framework** defines SEND as a need that arises when a student with an impairment requires the school to make specific modifications or provide supports to prevent, reduce, or eliminate any potential barriers to learning, ensuring that the student can access education on an equitable basis. This enables the student to participate in a common

learning environment alongside their peers of the same age.

Categories of Disability and Barriers to Learning

The Dubai Inclusive Education Policy Framework and the UAE’s unified categorization of disability provide schools with a clear structure for identifying and supporting students of determination (those with SEND). These categories help in determining the appropriate support and interventions required to ensure students can fully engage in the educational experience.

Cognition and learning	<ol style="list-style-type: none"> 1. Intellectual disability (including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	<ol style="list-style-type: none"> 5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	<ol style="list-style-type: none"> 7. Attention Deficit Hyperactive disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	<ol style="list-style-type: none"> 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

KHDA: SEND Categories Particular barriers to learning

1.Cognition and learning

General barriers to learning (Intellectual disability)

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning (reasoning, learning, problem-solving) and in adaptive behavior, which cover a range of everyday social and practical skills.

SEND CLASSIFICATION	DESCRIPTION
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<p>Mild intellectual disability (Mild barriers to learning)</p>	<ul style="list-style-type: none"> • delayed academic, behavioral, social, and emotional development • difficulty expressing ideas and feelings • limited ability to abstract and generalize knowledge and skills a limited attention-span and poor retention ability • slow speech and language development • difficulties adapting to change and an underdeveloped sense of spatial awareness • low self-esteem and emotional resilience.
<p>Moderate intellectual disability (Moderate barriers to learning)</p>	<ul style="list-style-type: none"> • significantly delayed academic, behavioral, social, and emotional development • delayed speech and language • low levels of concentration • difficulty generalizing and transferring knowledge across situations • challenges processing input from more than one sensory source at a time.
<p>Severe intellectual disability (Severe barriers to learning)</p>	<ul style="list-style-type: none"> • extremely delayed academic, behavioral, social, and emotional development • lack of independence and reliance on others to satisfy basic needs such as feeding and toileting • difficulties in mobility • problems with generalizing skills (and knowledge/understanding) from one situation to another • Significant speech and/or communication difficulties • behavioral problems • limited communication skills that may present as challenges with speech, body language, facial expression and the ability to interpret and/or produce images and text.
<p>2. Multiple disabilities (Multiple barriers to learning)</p>	<ul style="list-style-type: none"> • restricted mobility, often requiring the use of a wheelchair • limited verbal communication, and may result in the student relying on signs, symbols or gestures to communicate their needs • behavior that is underdeveloped and inconsistent with chronological age • impulsive behavior and high frustration levels • difficulty forming interpersonal relationships • limited self-care and independent living skills • a variety of medical problems; examples may include • seizures, sensory loss, hydrocephalus, and scoliosis. • significant difficulties with physical coordination and activities that require fine and gross motor skills • generalization of knowledge and skills • retaining basic number and literacy skills. •

Developmental delay (Barriers with typical development)

- There are many different types of developmental delays in infants and young children.
- These include problems with language or speech, vision, movement/motor skills, social and emotional skills and thinking, cognitive skills.

Global Developmental Delay

- delays in motor skills; a delay in gross motor skills may affect a child's ability to crawl, walk, run and move around safely,
- whereas a delay in fine motor skills may impact upon the
- child's ability to use a crayon or paintbrush, manipulate
- scissors, construct puzzles or fasten buttons
- delays in speech and language which may impact a child's ability to understand. It may also
- restrict children's abilities to communicate their needs and
- feelings and limit the development of their negotiation,
- cooperation and interaction skills
- delays in cognition may make it difficult for a child to pay
- attention, even for short periods, create an inability to sit
- still for any length of time, and be reflected in poor
- memory, for example when recalling learned facts or multi-
- step instructions
- delays in social/emotional development may present as
- the child being unable to answer questions or have
- difficulty engaging in short conversational interchanges;
- they may use language solely to get needs met.
- difficulties in managing their emotional responses may limit
- their abilities to regulate their behavior
- delays in their ability to fulfil daily living (adaptive
- functioning) activities which may affect the child's ability to
- fulfil personal hygiene needs, clothing routines and feeding.

Specific learning disorder (Specific barriers to learning)

Dyslexia

- remembering what is seen or heard
- identifying sounds in words and putting things in sequence
- (e.g. information, letters, stories, numbers, the days of the week, the months of the year)
- reading speed, understanding what is being read following directions and personal organization
- spelling, copying words and numbers from a book or board recalling the names of words or objects and specific barriers with reading range from mild to severe.

<p>Dysgraphia</p>	<ul style="list-style-type: none"> • written presentation with a mixture of upper/lower case letters, irregular letter sizes and shapes, and unfinished letters • difficulties with using writing as a communication tool reduced quality in the content of their written work due to the high levels of effort needed to complete the writing process • unusual writing grips, odd wrist, body and paper positions, which may result in discomfort while writing • repeated mistakes; excessive erasing may be evident as may a misuse of lines and margins. • poorly organized writing on a page; a student may struggle with organizing their ideas, sentence and/or paragraph structure and have limited expression of their ideas • reluctance to complete writing tasks or a refusal to do so. specific barriers with writing ranging from mild to severe
<p>Dyscalculia</p>	<ul style="list-style-type: none"> • an inability to conceptualize number, number relationships and outcomes of numerical operations (estimating) • difficulties with computation, direction, mental mathematics, money, reading and writing numbers, • remembering sequences like, rote counting, rules and formulae understanding the concept of time, the ability to apply time management strategies and time management • weaker ability to comprehend mechanical processes as they often lack 'big picture' thinking • poor sense of direction personal organization.
<p>Specific barriers with coordination (Dyspraxia)</p>	<ul style="list-style-type: none"> • difficulty coordinating their movements, perceptions and thoughts difficulty running, jumping, hopping and catching a ball in physical activity • physically managing themselves in the classroom; the student may bump into and drop things and tend to find drawing and writing difficult • difficulty maintaining an erect posture, either when sitting or standing • experiencing high levels of fatigue due to the effort needed for physical control and movement • difficulties with writing, due to posture and position challenges. mild to severe difficulties with physical coordination.

2. Communication and interaction

Communication disorders (Communication barriers)

<p>Expressive language disorder</p>	<ul style="list-style-type: none">• a reluctance to talk; they may resort to pointing or gesturing to get their message• across• a lack of variation in their verbal intonation or volume• limited imaginative play and social use of language• difficulties describing, defining, explaining and in retelling stories/events• limited vocabulary may result in the students using empty phrases and nonspecific words• related difficulties with writing, spelling, composing sentences/compositions• and answering questions• omission of function words such as 'the' and 'is', and grammatical markers such• as tense endings• difficulties in formulating full sentences and in the understanding of multiple• word meanings• difficulties establishing and maintaining peer relationships.
<p>Receptive language disorder (General barriers with language)</p>	<ul style="list-style-type: none">• problems processing and retaining auditory information and following instructions and directions• challenges with understanding what is said in group discussions• difficulty answering open questions• difficulty filtering out background noise• limited verbal reasoning and difficulties remembering strings of words• difficulty taking turns in conversation as a result of limited comprehension• poor understanding, poor use of tone, facial gesture and body language, and/or poor eye contact• difficulty establishing and maintaining peer relationships
<p>Global language delay</p>	<ul style="list-style-type: none">• Students who experience significant barriers with using and understanding verbal language may be diagnosed with a global language delay.• These students may experience a combination of barriers to learning as described in the sections above (expressive and receptive language disorders).

GLOBAL SCHOOL

Speech fluency disorder (Specific barriers with speech fluency)	<ul style="list-style-type: none"> • increased prolongations of words and speech may start to be especially difficult or strained • rising pitch or loudness due to vocal tension • an avoidance of situations that require talking or change a word for fear of stuttering • problems with the development of peer relationships • reluctance to contribute actively within the classroom, and to articulate their thoughts, feelings, ideas and concerns.
Speech sounds disorder	<ul style="list-style-type: none"> • substituting one sound for another, leaving sounds out, adding sounds, or changing sounds • having difficulty making themselves understood • additional challenges with reading • difficulties forming peer relationships and solving social problems.
Social communication disorder	<ul style="list-style-type: none"> • substituting one sound for another, leaving sounds out, adding sounds, or changing sounds • having difficulty making themselves understood • additional challenges with reading • difficulties forming peer relationships and solving social problems
Social communication disorder (Barriers with social communication)	<ul style="list-style-type: none"> • difficulty holding conversations and working in collaboration with others limited negotiation skills and challenges with solving social problems • difficulty understanding social cues and reading body language/facial expressions • difficulty sharing information with others verbally • difficulty changing speech, and adapting behavior to suit different social contexts • limited understanding when meaning is implied but not explicitly stated through using inference and deduction.

Autism spectrum disorder (Barriers with social interaction, communication and flexibility)

Autism spectrum disorder - level 1 (Mild barriers with social interaction, communication and flexibility)	<ul style="list-style-type: none"> • difficulty engaging with and contributing to conversation • inflexible and rigid thinking and behavior causing problems with organization and planning • difficulties in understanding abstract ideas and concepts • limited ability to infer meaning from social cues, hints or hidden meaning in texts • decreased interest in social interactions or activities which may impact on ability to form relationships with peers • limited ability to identify and solve social problems • high levels of anxiety, which can affect behavior, learning, and emotional wellbeing
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Autism spectrum disorder – level 2 (Moderate barriers with social interaction, communication and flexibility)	<ul style="list-style-type: none"> • rarely initiating or responding to social interactions voluntarily • speaking only in simple sentences and limiting interactions to narrow personal interests • unusual non-verbal communication • significant difficulty coping with change • ☐ restricted and/or repetitive behaviors which affect functioning in a variety of contexts
Autism spectrum disorder – level 3	<ul style="list-style-type: none"> • very limited range of recognizable speech or a complete absence of speech • a dependence upon key visual symbols or sign language gestures to communicate • limited interactions that are usually only made to get their personal needs met <ul style="list-style-type: none"> • very inflexible behavior and extreme difficulty and distress coping with change

3.Social, emotional and mental health

Psycho-emotional disorders (Emotional and psychological barriers)

Depression (Significant barriers with feeling positive and motivated)	<ul style="list-style-type: none"> • noticeable changes in their involvement and engagement in social activities • loss of interest in school • reduced/poor academic performance • frequently feeling sad, tearful or crying • persistent boredom and/or low energy • social isolation • poor communication • extreme sensitivity to rejection or failure • increased irritability • anger, hostility or self-destructive behavior. • difficulty forming and/or maintaining relationships
Bi-polar disorder (Signification and persistent barriers regulating mood)	<ul style="list-style-type: none"> • daily and seasonal fluctuations in mood and energy (being more attentive to classwork at certain times and less attentive at others) • being a perfectionistic and having difficulty in transition times during the school day • appearing grumpy and very sleepy during the first half of the day due to disaffected sleeping patterns • having difficulty interacting with peers because of poor social skills (being bossy and misperceiving the behaviors and intentions of others).

<p>Oppositional Defiance Disorder (Significant Barriers with being cooperative and staying calm)</p>	<ul style="list-style-type: none"> • uncooperative, defiant, and hostile patterns of behavior, particularly toward authority figures • frequent temper tantrums • excessive arguing, especially with adults • frequent questioning of rules/defiant behavior • blaming others for their mistakes or negative behavior • low levels of self-esteem and emotional resilience • ☐ difficulty forming and sustaining positive relationships with both peers and adults; this may impact negatively upon their ability to reach their academic potential and puts them at risk of developing additional emotional health difficulties.
<p>Obsessive/Compulsive disorder (Barriers with managing thoughts and compulsions)</p>	<ul style="list-style-type: none"> • sustaining attention and focus due to intrusive thoughts and difficulties focusing upon the task in hand • struggling with the perfectionism of needing to do things the 'correct' way • avoiding situations that they feel are 'unhygienic' to avoid 'contamination'; they may not want to sit on the floor, or pick things up that touched the floor, or get their hands dirty. • unusual tapping and touching patterns which arise due to compulsions to repeatedly and persistently engage in unusual behavior or to manage anxieties and cope with obsessive thoughts • high levels of fatigue due to the effort of managing thoughts, feelings and anxiety.
<p>Post-traumatic stress disorder (PTSD) (Barriers dealing with trauma and arousal)</p>	<ul style="list-style-type: none"> • repeatedly displaying themes of the trauma in play, writing or drawing • avoiding situations or things that remind them of the trauma • decreased interest in activities and difficulties concentrating • fearfulness, sadness, irritability, anger or aggression • 'Shutting down', with 'emotional numbing' or detachment from others • decline in academic performance and impairments in social functioning • becoming withdrawn from teachers and friends and/or increased school absences • physical symptoms such as headaches and telling stories of nightmares or vivid memories related to the trauma • difficulty sleeping resulting in irritability at school stomach-aches • being easily startled, for example when hearing sudden, loud noises • being frequently 'on alert', hyper-vigilant or 'wound up'

Attention Deficit and Hyperactivity Disorder (Barriers with attention and self-regulation)

<p>ADHD - inattentive type (Barriers with maintaining focus and attention)</p>	<ul style="list-style-type: none"> • difficulties following routine tasks - must be constantly reminded about routines because they appear to have forgotten • difficulties with completing tasks even when motivated and engaged • difficulties in paying attention during teacher-talk, resulting in mistakes when completing tasks • difficulty sustaining concentration • actively avoiding tasks which require sustained concentration and thought • difficulties with organizing their thoughts and following a sequenced plan for action • a dislike for and actively avoiding tasks which require sustained concentration and thought • difficulty in following instructions and may appear as if they are daydreaming.
<p>ADHD - hyperactive type (Barriers with managing hyperactivity and impulsivity)</p>	<ul style="list-style-type: none"> • frequently fidget and find it difficult to sit still; constantly leaving their seat • difficult to complete quiet tasks (such as reading) • talk at a rapid pace, blurting out comments at inappropriate times or interrupting conversations or speaking out of turn • extreme amounts of energy • difficulty waiting for a turn or standing in line • difficulty with self-management and organization
<p>ADHD - combined type (Barriers with focusing attention and managing hyperactivity)</p>	<ul style="list-style-type: none"> • Students who experience considerable barriers with attention and managing hyperactivity may be identified with the combined type of ADHD. • They will display a combination of behaviors described for both the inattentive, and hyperactive types of ADHD (above).

4. Physical, sensory and medical

Sensory impairments (Barriers with using the senses)

Visual impairment (Barriers with vision)

- difficulty accessing or reading printed or written words, diagrams or images
- poor writing skills
- clumsy movement and challenges moving around safely in the classroom and around the school
- underdeveloped social skills as a result of not being able to respond to visual cues
- disordered motor skill development as a result of limited motivation to move toward that which cannot be seen or inhibition to move for fear of the unknown.
- poor hand-eye coordination
- underdeveloped conceptual understanding as a result of limited developmental opportunities for exploration with the environment, resources and materials
- restricted language development as a result of restricted opportunities for active interaction with others
- limited independence in life skills as a result of restricted incidental learning through observation
- reduced ability to engage in typically expected activities alongside typically developing peers may also restrict a student's self-esteem and emotional resilience
- under-developed organizational skills

Hearing impairment (Barriers with hearing)

- delay in the development of receptive and expressive communication skills (speech and language)
- learning problems that result in reduced academic achievement
- limited vocabulary which in turn may affect their reading ability
- difficulty understanding verbal and written mathematical problems, due to a need attempt to simplify these by converting them into understandable linguistic forms
- restricted ability to focus partial hearing when exposed to background noise or poor acoustics
- difficulty hearing their own voices when they speak. They may speak too loudly or not loud enough and may sound like they are mumbling because of poor tone, inflection, or rate of speaking
- difficulty hearing word endings such as -s or ed, leading to misunderstandings and misuse of verb tense and pluralization
- understanding and writing complex sentences resulting in weaker comprehension and production of shorter and simpler sentences
- difficulties understanding words with multiple meanings. For example, the word 'bank' can mean the edge of a stream or a place where we put money

	<ul style="list-style-type: none"> • experiencing feelings of isolation.
	<ul style="list-style-type: none"> • Deaf/blindness is a combination of sight and hearing loss and is sometimes called dual-sensory impairment

Physical disability:

- is mobility; the ability of a person to move around in their environment.
- Physical disability ranges from mild to severe.
Some specific examples include muscular dystrophy, cerebral palsy or spina bifida

<p>Muscular dystrophy (Barriers with muscle size and strength)</p>	<ul style="list-style-type: none"> • muscle weakness in the hips, pelvis, and legs may cause the student to have difficulty standing, sitting and walking • difficulties moving around safely as a result of an unsteady gait; they may appear clumsy and be prone to falling over • difficulty expressing complex feelings related to their condition and may behave in an angry, frustrated, stubborn or withdrawn manner • muscle weakness and fatigue can make it difficult for students to keep up with the physical demands of handwriting, completing assignments and organizing materials • depression and anxiety, as a result of their deteriorating conditions, may become apparent in a few ways: lethargy, withdrawal, irritability, lack of interest and poor academic performance ☑ quiet voices due to the weakness of their respiratory and upper airway muscles
<p>Cerebral Palsy (Barriers with posture, movement and coordination)</p>	<ul style="list-style-type: none"> • difficulty standing, sitting and walking due to variations in muscle tone, such as being either too stiff or too floppy • communication difficulties as a result of limited coordination of the muscles around the mouth, tongue and those required for breathing • motor planning difficulties (organization and sequencing movement) • perceptual and language difficulties; which can impact on literacy, numeracy and other classroom skills and activities

	<ul style="list-style-type: none"> • difficulties in fine motor and gross motor coordination and communication • short attention span and fatigue • fatigue as a result of sustained concentration for movement and the sequencing of actions • epilepsy - seizures can affect speech, intellectual and physical functioning <p>general barriers with learning (intellectual disability)</p>
Spina Bifida (Barriers with leg movement)	<ul style="list-style-type: none"> • motor problems: the ability to move, use tools, read and write • difficulty with concentration and as a result may struggle to keep pace in class • appearing fidgety and impulsive and struggling to organize themselves • difficulty making decisions • fluid buildup in the brain causing seizures • problems with vision • general learning difficulties
Chronic or acute medical conditions (medical barriers)	<ul style="list-style-type: none"> • short attention span • high levels of fatigue, • slowness in response, • reduced motor coordination and control • slowed speech • reduced comprehension • reduced stamina and ability to persevere.

GIFTED AND TALENTED

The definitions of Gifted and Talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

CLASSIFICATION	DESCRIPTION
Gifted	<ul style="list-style-type: none"> • The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' • These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may under achieve.
Talented	<ul style="list-style-type: none"> • The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. • Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. All gifted

	students have the potential to be highly able but not all highly able students are truly gifted.
Gifted and Talented	<ul style="list-style-type: none"> • These students demonstrate both exceptional ability and exceptional levels of attainment

ENGLISH LANGUAGE LEARNERS (ELL)

DESCRIPTION
<ul style="list-style-type: none"> • This term is used to refer to students whose first language is other than English. • These are students who may have come from a foreign country and are new to UAE. • Some of them might have already learned English as a second language but are still unable to use it competently as they are accustomed to having their mother tongue as a medium of instruction in their previous school.

INCLUSION

Inclusion is about ensuring access for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive.

Inclusion is the practice or policy of ensuring equal access to opportunities and resources for individuals who might otherwise be excluded or marginalized, including those with physical or intellectual disabilities. It represents the progressive development of attitudes, behaviors, systems, and beliefs that enable inclusive education to become a foundational norm within school culture. Inclusion should be reflected in the everyday life of the school community and in all educational practices.

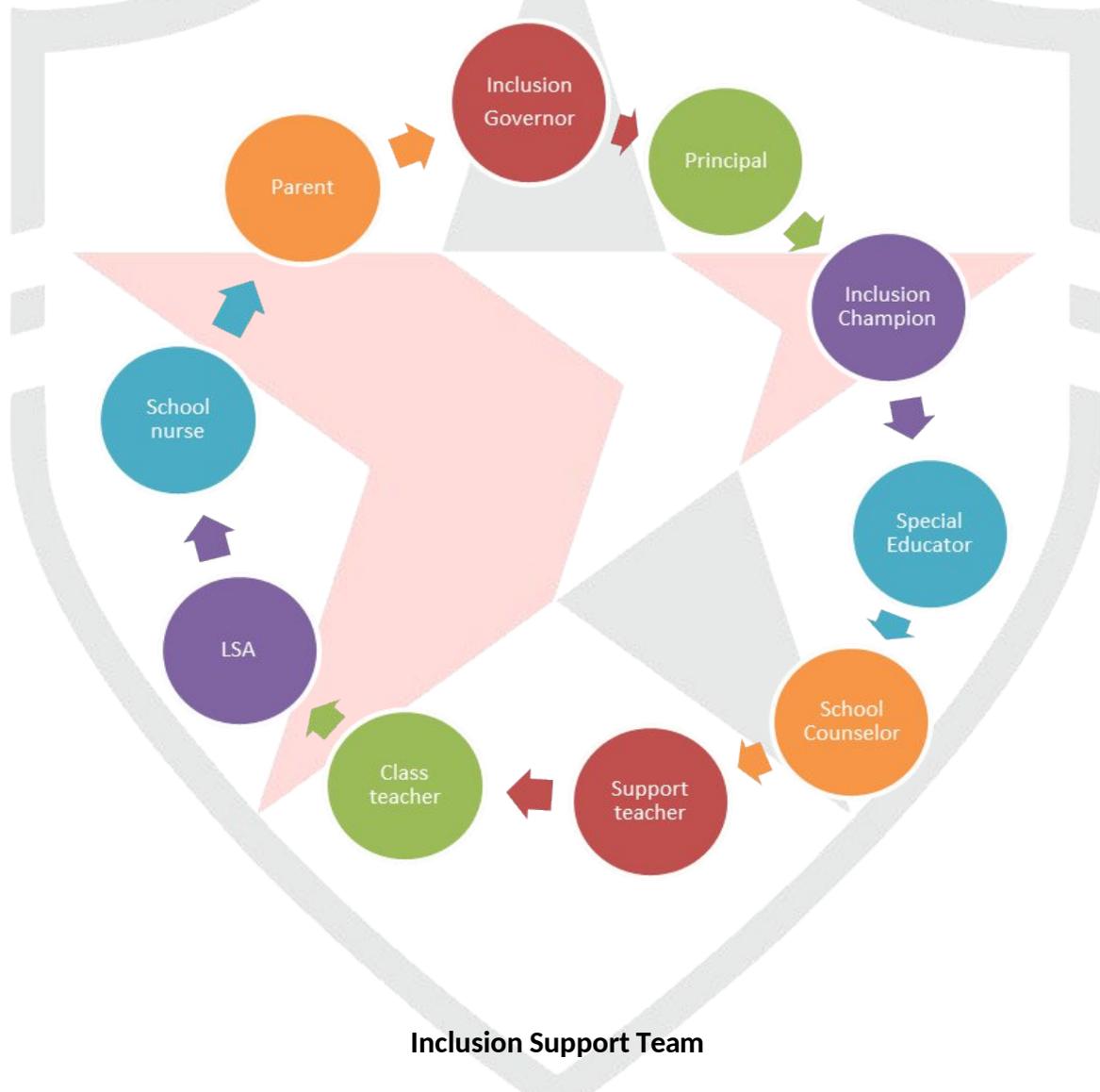
Philosophy of Inclusion at DGS

At Dhruv Global School (DGS), our philosophy of inclusion is rooted in the belief that every student, regardless of their background or abilities, deserves equal opportunities and the necessary support to succeed. We are dedicated to creating an environment where all students feel respected, supported, and valued, ensuring that each student has access to quality education and the chance to thrive both academically and socially alongside their peers. This commitment to inclusion is reflected in our everyday practices, school culture, and our continuous efforts to foster an inclusive mindset across the entire school community. At DGS, we embrace diversity and aim to provide an educational experience that enables all students to achieve their full potential in a supportive, inclusive environment.

1. INCLUSION DEPARTMENT:

INCLUSION SUPPORT TEAM

To provide high quality strategic educational support, Dhruv Global School, Dubai shall establish an **Inclusion Support Team (IST)** which will consist of the following members:



Internal Parties	Definition	Key Responsibilities
INCLUSION GOVERNOR	A representative from the Board of Directors with a special interest in inclusion. Works with the Head of Inclusion to develop and execute the vision for inclusion.	<ul style="list-style-type: none"> • Ensure the inclusive ethos is embedded across the Board of Directors. • Support improvement planning through recruitment, budget approval, etc. • Meet with the Head of Inclusion to ensure accountability for maintaining high inclusion standards.
PRINCIPAL	In addition to core functions under the Ministry of Education, the Principal promotes the vision of inclusion.	<ul style="list-style-type: none"> • Oversee the day-to-day operation of inclusion policies. • Promote a culture of inclusion and raise awareness about the rights of

Internal Parties	Definition	Key Responsibilities
		students of determination and gifted/talented students. <ul style="list-style-type: none"> • Ensure effective implementation of special educational programs.
INCLUSION CHAMPION	The Head of Inclusion is responsible for establishing, evolving, and embedding the vision of inclusion.	<ul style="list-style-type: none"> • Ensure inclusive education policies are well implemented throughout the school system. • Oversee the school's inclusion policies and quality of provision. • Promote an inclusive culture through whole-school initiatives. • Conduct parent and teacher training sessions. • Lead rigorous self-evaluation and action planning. • Contribute to student-specific provisions (e.g., IAP reviews, admissions).
SPECIAL EDUCATOR	Ensures that all students with special educational needs (SEN) are provided full opportunities to develop and learn.	<ul style="list-style-type: none"> • Developing and facilitating programs that will enhance awareness about the rights and needs of students of determination among the members of the school community. • Developing and monitoring of the implementation of the IAP/ALP/IEP for the students of determination. • Guiding and training the regular classroom teachers to improve their skills in providing effective and appropriate teaching strategies to meet students' individual needs.
SCHOOL COUNSELLOR	Guides students and teachers regarding academic, behavioral, emotional, and social concerns.	<ul style="list-style-type: none"> • Help students process issues and plan goals through counseling. • Organize peer counseling and training programs. • Design and implement Behavior Intervention Plans (BIPs) and monitoring tools.
SUPPORT TEACHER	Trains teachers to equip them with effective skills to support students, including those with SEND.	<ul style="list-style-type: none"> • Spend 60% of time assisting teachers, 25% with students of determination, 15% on administrative duties. • One Support Teacher for every 200 students.
Internal Parties	Definition	Key Responsibilities

CLASS TEACHER/TEACHERS	Responsible for ensuring all students, including those with SEND, have full opportunities to develop and learn.	<ul style="list-style-type: none"> • Accountable for the progress of all students in their class. • Coordinate with the inclusion officer for effective identification and intervention. • Plan and implement differentiated activities to ensure inclusion. • Create a positive classroom environment.
LEARNING SUPPORT ASSISTANT (LSA)	Provides in-class support and conducts Wave 1/2 interventions with guidance.	<ul style="list-style-type: none"> • Conduct Wave 1/2 intervention sessions based on learning objectives. • Report on in-class observations. • Assess response to interventions and identify learning gaps. • Provide additional in-class support for students of determination, as needed.
SCHOOL NURSE	Supports and promotes inclusion by ensuring the IST is informed of medical conditions affecting student learning.	<ul style="list-style-type: none"> • Ensure the IST is informed of medical conditions that impact learning. • Maintain health and medical records and ensure student health and safety.
PARENTS	Crucial partners in the active decision-making process regarding their child's education.	<ul style="list-style-type: none"> • Participate in review meetings, consultations, and training sessions. • Engage in monthly reports, IEP/ALP/IBP discussions. • Attend PSG group meetings and bi-monthly coffee mornings for open discussion.

INCLUSION PROCEDURE

The Dhruv Global School will follow a graduated approach in providing support to the students of determination. It is a continuous cycle of **assess-plan-do-review** to ensure better understanding of the students' needs that will lead to providing appropriate strategies to achieve good outcomes.

The Inclusion Support Team (IST) shall refer to the following step-by-step process:

GLOBAL SCHOOL

Inclusion Procedure:



IDENTIFICATION

The DGS Inclusion Support Team will identify potentially vulnerable students in the following ways:

At the Time of Admission:

At Dhruv Global School, the Inclusion Team plays an integral role in the admission process, helping to identify students who may require additional learning support. The Inclusion Team focuses on identifying students who may need specialized assistance, including:

- Students with an official diagnosis and psycho-educational report.
- Students who do not have a psycho-educational report but display clear signs of additional learning needs (e.g., Down Syndrome).
- EAL (English as an Additional Language) students who may require additional language support.

If a child has been identified with additional needs prior to admission, parents are encouraged to approach the school administration directly and present their child's psycho-educational report and any relevant documents. Once the information is provided, a member of the Inclusion Team will conduct a pre-assessment and interact with the child. This process involves observing the student's communication, social, emotional, behavioral, and academic skills to understand their individual needs and determine the appropriate support required for their learning journey.

Identification in School:

At Dhruv Global School, the identification of students who may require additional support is an ongoing process. Teachers play a crucial role in recognizing indicators of additional learning needs based on a student's performance in the classroom. Some common signs that may indicate the need for extra support include:

- Difficulty in literacy skills, such as phonics, reading, reading comprehension, spelling, written expression, and handwriting.
- Struggles in numeracy, including basic number concepts, sequencing, and basic math operations.
- Hyperactivity, impulsivity, and inattention that may affect learning and behavior.
- Behavioral challenges that may interfere with academic or social development.

Additionally, students who demonstrate exceptional abilities and consistently perform beyond expected academic levels may be identified as gifted and talented. These students will be assessed and supported under the Gifted and Talented Policy.

Teachers are expected to provide initial interventions through differentiated activities and observe the student for up to six months. They should document anecdotal notes regarding the student's progress and concerns before referring the case to the Inclusion Support Team for further assessment. The following tools may be used as supporting evidence for identifying students who require additional support:

- CAT 4 (Cognitive Ability Test)
- ASSET (Assessment for Students' Educational Tasks)
- Entry-level tests
- Ongoing school assessments
- Student's academic record

These assessments help in identifying specific areas where a student may require additional learning support, ensuring timely interventions and appropriate educational strategies.

REFERRAL and OBSERVATION

- Upon admission, the students who are found to be having difficulties in the academic and/or behavioral areas during the initial interaction will be monitored in the classroom by the Inclusion officer/Special Educator/School Counselor.
- Similarly, if the academic and/or behavioral issues were identified in the classroom, the Inclusion Department will be notified by the classroom teacher. The classroom teacher will fill out the classroom observation checklist and referral form forms and forward them to the Inclusion officer:
- The Inclusion officer will then coordinate with the class teacher for observation.

- Observation will be conducted for one to three weeks depending on the need of the student. Observation notes will be recorded in the **Student Observation Form**
- If the student exhibits genuine problems in the target areas, the parents will be called for the initial meeting with the Section Coordinator, Inclusion officer and SPED/Counselor to discuss the academic and/or behavioral needs of the student and to obtain their consent to allow the Special Educator/Counselor to work with their child

ASSESSMENT AND EVALUATION

- After obtaining parental consent, an informal/in-house assessment will be carried out to know the child's current level of performance.
- If required, the parents will also be requested to go for external assessment for their child.
- Parents will be called for a meeting with the Section Coordinator, Inclusion officer, SPED/Counselor, and Class Teacher to talk about and design Individual Action Plan (**IAP**)/Individualized Education Plan (**IEP**)/Behavior Intervention Plan (**BIP**) as well as the Accommodations and Modification for the child.

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: At Dhruv Global School (DGS), students who arrive with formal documentation of a specific diagnosis of Special Educational Needs (SEN) will receive tailored support through an Individual Education Plan (IEP). This IEP will be created by the Head of Inclusion within the first month of the student's enrollment or as soon as possible thereafter. The IEP will outline specific support strategies, accommodations, and goals to ensure that the student receives the appropriate assistance to succeed academically and socially. Where appropriate, students will be encouraged to participate in their own IEP process, allowing them to have a voice in their educational journey and ensuring that their needs are effectively addressed.

2. Students Who Do Not Have a Formal Diagnosed Special Educational Need

DGS recognizes the importance of early identification and intervention for students who may not have a formal diagnosis of Special Educational Needs. To support these students, we follow a Graduated Approach, which involves the identification, assessment, and support of students of determination through a structured, step-by-step process. This approach acknowledges that special educational needs exist along a continuum and that, when necessary, increasing levels of specialist expertise and interventions should be applied to address the difficulties that a child may face. By implementing this approach, DGS ensures

that all students, whether formally diagnosed or not, receive the appropriate support to overcome barriers to learning and achieve their full potential.

3.Provision of Flexible Time

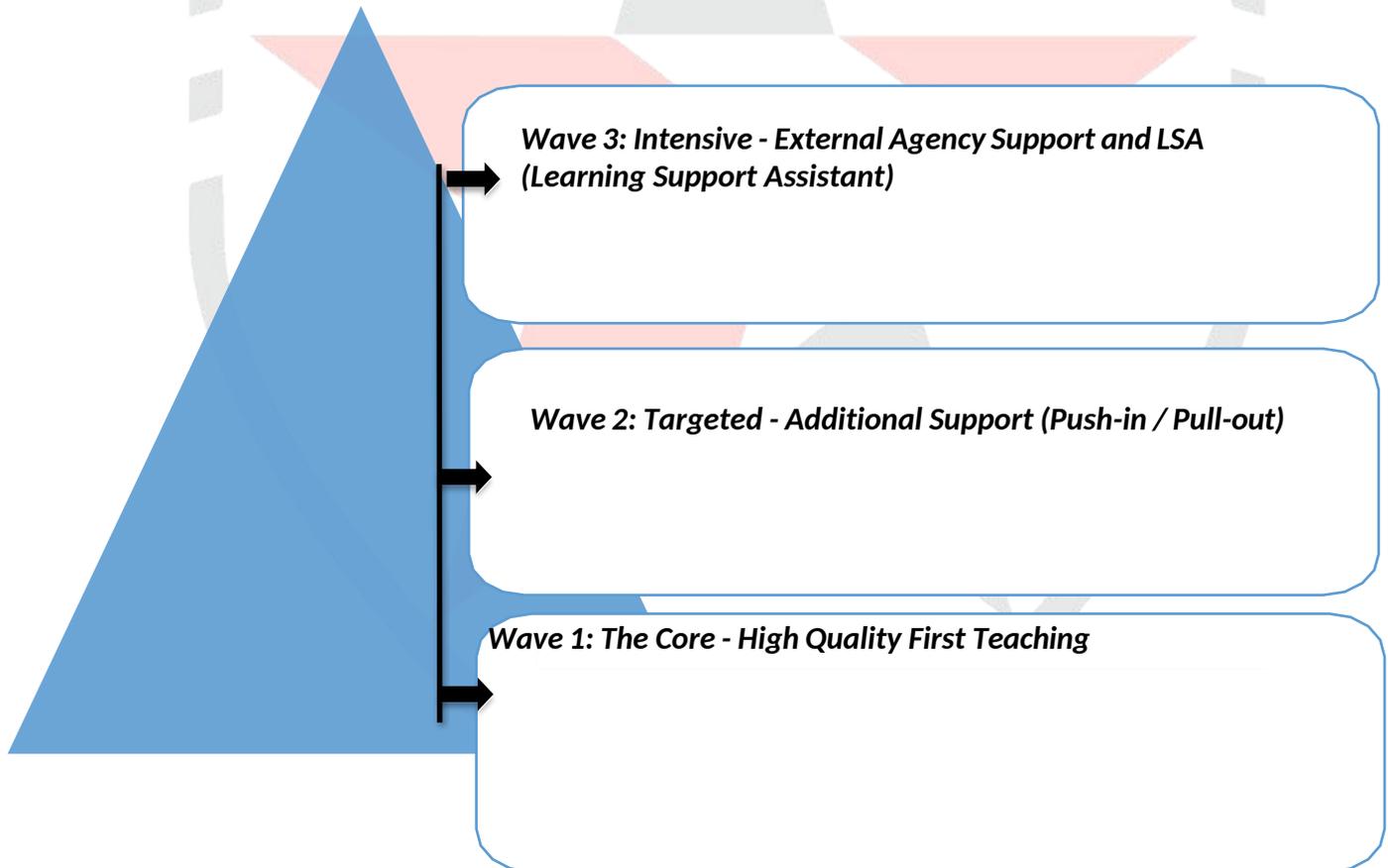
DGS recognizes that some students, especially those in early years or those facing adjustment challenges, may require additional time to settle into the school environment. To support students in their transition and to promote emotional security, the school allows students who are not yet settled to leave school early for a gradual adjustment period. This early exit provision is a temporary and supportive measure designed to help students adapt comfortably to the school's routine, environment, and expectations. The Inclusion Department, in consultation with the class teacher, counselor, and parents, will identify students who may benefit from the early exit provision. The decision will be based on ongoing observation, adjustment readiness, and the child's emotional and behavioral responses during school hours. The early exit duration will be determined individually for each child, ensuring that the time spent in school is gradually increased as the child becomes more comfortable. Continuous monitoring will be conducted to evaluate the student's progress and readiness for a full-day schedule. Allowing early exit for unsettled students supports emotional well-being, reduces separation anxiety, and fosters trust between the child, school, and family. Gradual integration into the full-day routine is an important milestone that enhances long-term adjustment and holistic development. During this period, DGS ensures that core academic subjects are prioritized so that the child continues to engage meaningfully in essential learning areas.

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INTERVENTION

DGS-Dubai will follow the **three waves** of intervention model to effectively meet the needs of each student. Students who may require additional learning support will be classified under **Wave 1, Wave 2 or Wave 3**.

Waves of Intervention Model



Intervention in each WAVE

Wave 1: The Core - High Quality First Teaching

- Classroom teacher meets the learning needs of the majority of students through high-quality first teaching.
- Lessons are differentiated to cater to individual needs while maintaining high expectations for student attainment.
- Teachers plan activities to ensure student progress, using strategies such as differentiating content, process, products, or the learning environment.
- Ongoing assessments and flexible grouping are used to adjust instruction.
- Progress is closely monitored to address obstacles to learning and ensure effective support.

- Teachers meet with parents monthly to provide feedback, share strategies, and offer resources to narrow the learning gap.
- Regular meetings ensure continuous communication between teachers and parents, guiding them on specific activities and strategies to support the child's development both in and outside the classroom.

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

- If Wave 1 interventions are insufficient, students move to Wave 2 for additional support.
- Focused interventions are provided through an Individual Action Plan (IAP) with specific targets and strategies.
- Support may include withdrawal groups or assistance from a Teaching Assistant (TA) or Learning Support Assistant (LSA) working with small groups.
- Interventions extend beyond the normal classroom setting and may involve external assessments.
- In cases where external support is necessary, there may be additional costs involved.
- Teachers and the inclusion team work closely with parents to ensure a coordinated approach to addressing the student's needs and progress.

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

- Wave 3 provides the most intensive support when a student does not reach expected levels after previous interventions.
- External assessment may be recommended if the student's needs are more complex or if there is suspicion of an undiagnosed special educational need.
- Support may include significant assistance from a Learning Support Assistant (LSA), particularly in literacy and numeracy on a one-to-one basis.
- A diagnosis from external agencies leads to the creation of an Individual Education Plan (IEP), developed by the special educator in consultation with the student's teachers and parents.
- The IEP includes specific targets and strategies to help the student access the curriculum with the necessary support.
- Regular reviews of the IEP are conducted to assess the effectiveness of interventions and adjust the support plan as needed.

Individualized Education Plan (IEP)

The IEP is developed collaboratively by the Special Educator, teachers, parents, and the student, outlining the student's strengths, needs, accommodations, and learning targets. It is reviewed every six weeks, with decisions made on reducing, continuing, or increasing support based on progress. Parental involvement is key to the student's success, and the IEP is updated each term to ensure ongoing support, focusing on developing specific skills in areas such as literacy, numeracy, and behavior.

Individual Action Plan (IAP)

The IAP provides key information for teachers about the strengths and needs of students in Wave 2 levels of support, aiming to ensure effective differentiation and high-quality teaching. It includes

recommendations for adapting teaching strategies and is reviewed at the end of each term to assess progress and adjust plans accordingly.

Advanced Learning Plan- GLP's / TLP's for gifted & talented students

Gifted and talented students at Dhruv Global School receive differentiated learning and a challenging curriculum to meet their advanced needs. The ALP is created for each student to provide tailored strategies and opportunities for growth, ensuring that students with exceptional abilities, including those with dual exceptionality, have access to the support and resources they need to thrive.

Behavior Intervention Plan (BIP)

The BIP identifies problem behaviors and sets behavioral goals with intervention strategies, including positive supports to encourage desired behaviors. It uses the A-B-C framework to understand behavior context and track progress using frequency and intensity graphs. The plan focuses on teaching positive alternative behaviors and gradually weaning the student off behavioral supports as they become more independent. The BIP is regularly reviewed and adjusted with input from teachers, parents, and caregivers.

Modification and Adaptation:

Curriculum Adaptation

Curriculum adaptation involves adjusting the content, delivery, and assessment methods to suit the diverse learning styles and abilities of students. The goal is to create a flexible, inclusive learning environment that accommodates the unique needs of each student while maintaining alignment with the overall curriculum framework.

Curriculum Modification

Curriculum modification involves making significant changes to the content, pacing, or learning outcomes to better suit the individual needs and goals of students with Special Educational Needs (SEN). This ensures that students with diverse needs can fully engage with the curriculum and achieve both academic and personal growth.

Access to the Environment at DGS:

1. **School Layout:** DGS is a single-site school with multiple levels, connected by stairs and a lift.
2. **Entrance:** The entrance is equipped with a ramp, ensuring wheelchair accessibility.
3. **Classrooms:** Classrooms are accessible via corridors designed to accommodate wheelchairs.

Assessment/Testing for Students of Determination

Before assessments, teachers and special educators need to discuss each student's needs to ensure fair testing for students of determination. For external tests, early discussions are necessary to apply appropriate accommodations.

Exam Provisions

Students may receive various accommodations during exams, including separate seating, additional time, enlarged fonts, the use of a reader, calculators, or a computer/laptop for writing. Spelling errors may be condoned, and a Learning Support Assistant may be present in the classroom and during assessments.

WITHDRAWAL OF LEARNING SUPPORT

Learning support may be withdrawn due to the following reasons:

- o **Student independent functioning.** The case may be closed if the student is observed to be making consistent progress in achieving the target IAP/IEP goals and class marks over a period of 3 terms. The case is considered successful when the student obtains at least 70% in the IAP/IEP goals and 50% in the class marks without modifications.
- o **Parental Request.** The parents may revoke their consent anytime and request for the discontinuation of learning support for their ward, if they give written notice to the Principal or a member of the special education team.

DOCUMENTATION PROCEDURE

Every student in the SEND Register will have an individual CASE FILE which contains the following:

- o Student Profile
- o Observation report
- o Consent Form
- o Referral Form & Checklist
- o MOMs
- o Accommodation/Modifications
- o Student Timetable (If exemption from Arabic/ pull out sessions)
- o Academic Record
- o Assessments Reports (Internal/External, if any)
- o IAP/IEP / ALP/IBP
- o Progress trackers (both daily and monthly)
- o Push-In/Pull-Out Session Records
- o Sample Student Work
- o Anecdotal record
- o Fortnight lesson plan (Wave 3)

Exemptions and Provisions for Students of Determination

1. **Modified Curriculum:** Students may receive a tailored curriculum that suits their individual learning needs, helping them engage with content at their level.
2. **Modified Assessment:** Assessments can be adjusted to focus on specific concepts taught or align

with the student's IEP targets to reflect their progress.

3. **Exam Access Arrangements:** Students may receive accommodations such as extra time or modified formats during exams to ensure fairness.
4. **Classroom Accommodations and Reasonable Adjustments:** Teachers can make adjustments to the classroom environment to ensure students with SEND have equal access to learning.
5. **Learning Support Assistants (LSAs) / Teaching Assistants (TAs):** LSAs or TAs may be assigned to support students academically and behaviorally as needed.
6. **Language Exemptions:** Students may be **exempt from learning a second language** or from Arabic (A), with the possibility of switching to **Arabic (B)** instead. To apply for this exemption, **parents must submit a psychoeducational assessment** report that is no older than **2 years**.

Documents to support Inclusion policy

- ✓ Admission Policy and procedure
- ✓ Safeguarding Policy
- ✓ Gifted and Talented Policy
- ✓ Behavior policy

Document	Inclusion Policy
Version	Working Document
Created By	Dr. Deepika Singh
Reviewed By	Dr. Ritika Anand

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