

Inclusion Policy

2026 - 2027

Whole School

Approved/reviewed by	
Denise McQuinn	
Date of review	June 2026
Date of next review	June 2027

This policy aims to ensure that Safa British School provides an inclusive, equitable, and supportive learning environment where every student is valued, respected, and empowered to achieve their full potential.

The policy aims to:

- Ensure all students have meaningful access to learning opportunities that are appropriate, engaging, and responsive to their individual strengths, needs, and aspirations.
- Enable Students of Determination (SoDs) to thrive by providing personalised support that promotes academic progress, independence, wellbeing, and achievement.
- Establish clear and effective pathways for the identification, referral, assessment, and delivery of learning support.
- Create an inclusive school culture that proactively identifies and removes barriers to learning, participation, and achievement while promoting equality, equity, and belonging.
- Ensure compliance with relevant legislation, KHDA guidance, governing body expectations, and the principles outlined within the British Special Educational Needs and Disability (SEND) Code of Practice.
- Support Students of Determination in accessing a high-quality education that prepares them for successful participation and inclusion within society.
- Develop strong partnerships with parents and families through open communication, collaboration, and shared responsibility in supporting student outcomes.
- Establish and maintain collaborative partnerships with specialist centres and external professionals to enhance provision and access to expertise.
- Promote the early identification of additional learning needs through effective assessment, monitoring, and intervention processes.
- Support teachers and staff in developing their understanding, knowledge, and skills to effectively meet the diverse needs of all learners.
- Implement a graduated approach to support, ensuring that provision is personalised and matched appropriately to each student's level of need.
- Promote a culture that protects and celebrates the dignity, rights, and individuality of all Students of Determination.
- Recognise each child as a whole person by supporting not only academic development but also social, emotional, personal growth, confidence, and self-esteem.
- Maintain high expectations for all students, ensuring that additional needs do not limit aspirations, opportunities, or achievement.
- Encourage students, staff, and the wider school community to embrace diversity, value individual differences, and celebrate the unique contributions of every learner.

Contents

1. Guiding Principles
2. Definitions
 - 2a. SEND
 - 2b. Inclusion
3. Vision and Mission
4. Admissions
5. Referral and Identification
 - 5a. Initial Assessment on Entry
 - 5b. Pupil Progress
 - 5c. Cause for Concerns
 - 5d. Specialist & External Assessments
6. A Graduated Approach
7. Levels of Provision
 - 7a. Level 1
 - 7b. Level 2
 - 7c. Level 3
8. Modifications
9. Exam Access Arrangements
10. Parent Partnership
11. External Agencies
12. Medical Reports

13. Students of Determination Register

14. Roles and Responsibilities

14a. School Board

14b. Principal

14c. Director of Inclusion

14d. Inclusion Team

14e. Class/Specialist Teachers

14f. Teaching Assistants

14g. Learning Support Assistants

14h. Parents

14i. Students

15. Categories of Disability and Barriers to Learning

1. Legislative, Regulatory and Policy Framework

Safa British School's Inclusion Policy is underpinned by a commitment to uphold the rights of all learners and to provide an equitable, accessible, and inclusive education for every student. The policy is aligned with relevant UAE legislation, KHDA expectations, and international best practice, including the principles outlined within the British Special Educational Needs and Disability (SEND) framework.

This policy has been developed with reference to the following legislation, frameworks, and guidance:

UAE Legislation and Regulatory Frameworks

- **Federal Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities**
- **Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai**
- **Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai**
- **Dubai Inclusive Education Policy Framework (2017)**
- **Implementing Inclusive Education: A Guide for Schools – Creating the Capacity for Change (2019)**
- **KHDA School Inspection Framework (2015/16)**
- **Dubai Schools Inspection Bureau (DSIB) Inspection Supplement (2017/18)**

Related Safa British School Policies

This Inclusion Policy should be read alongside the following school policies:

- More Able, Gifted and Talented (MAGT) Policy
- English as an Additional Language (EAL) Policy
- Medical Policy
- Admissions Policy
- Safeguarding Policy
- Positive Behaviour Policy

British SEND Framework

Safa British School follows the principles and expectations outlined within:

- **The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years (2014)**

2. Definitions

2a. Special Educational Needs and Disabilities (SEND) and Students of Determination

When referring to Special Educational Needs and Disabilities (SEND), Safa British School recognises that students may require additional provision, support, or adaptations where their learning, development,

participation, or access to education differs from that of their peers.

The UAE School Inspection Framework (2015/16) defines SEND as:

"Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder."

A student may be identified as having additional needs where they require specific modifications, interventions, or support to remove barriers and enable equitable access to education within a common learning environment alongside their peers.

The Dubai Inclusive Education Policy Framework (2017) refers to the term Persons of Determination (PoD) to recognise individuals with disabilities through a strengths-based perspective, reflecting:

"Their strength of character, perseverance, and courage."

At Safa British School, the term Students of Determination (SoDs) is used to reflect the UAE's commitment to recognising the abilities, potential, and contributions of students with additional needs, while ensuring they receive the support required to thrive.

In alignment with the British Special Educational Needs and Disability Code of Practice (2014):

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made.

This may include students who:

- Have significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability that prevents or limits their access to educational opportunities generally available within a mainstream setting.
- Experience social, emotional, behavioural, communication, or interaction needs that impact their learning and development.
- Require a differentiated curriculum due to exceptional ability, high attainment, or giftedness.

2b. Inclusion and Inclusive Education

At Safa British School, inclusion is understood as an ongoing commitment to recognising, valuing, and responding to the diversity of all learners. Inclusion involves identifying and removing barriers that may prevent students from accessing learning, participating fully, or achieving their potential.

The Dubai Inclusive Education Policy Framework (2017) defines inclusive education as:

"Ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive."

Safa British School is committed to creating a learning environment where all students, regardless of ability,

disability, language, gender, background, or individual differences, are welcomed, valued, and supported.

In accordance with Federal Law No. (2) of 2014, the school recognises that disability should not prevent students from accessing education and that all learners have the right to participate within an inclusive educational environment.

In accordance with Federal Law No. (29) of 2006, Safa British School acknowledges that special needs should not be a barrier to admission or participation within educational settings, whether public or private.

Inclusive education at Safa British School is demonstrated through:

- Ensuring students have access to a common learning environment with appropriate support.
- Identifying and reducing barriers to learning and participation.
- Providing personalised support and reasonable accommodations.
- Adapting teaching approaches, curriculum, and assessment practices where required.
- Promoting acceptance, respect, dignity, and belonging.
- Recognising and celebrating the strengths, talents, and individuality of every learner.

Through a collaborative approach involving students, families, staff, and external professionals, Safa British School strives to ensure that every learner is able to participate, achieve, and flourish within our community.

3. Vision and Mission

At Safa British School, inclusion is a core value that underpins our culture, practices, and community. We are committed to creating a learning environment where every student feels valued, respected, and empowered to *succeed*. Through our mission, *"Unlocking the potential of every child in a place where individuality and community create excellence,"* we celebrate diversity and recognise that every learner brings unique strengths, talents, experiences, and aspirations to our school community.

We believe that a genuine sense of belonging is fundamental to student wellbeing, engagement, and achievement. Our inclusive approach seeks to ensure that all students can access high-quality educational opportunities, participate meaningfully in school life, and achieve their full potential regardless of ability, need, background, or circumstance.

Safa British School is fully committed to the vision of the United Arab Emirates and the Emirate of Dubai in creating an inclusive, barrier-free, and rights-based society. We support the aspirations outlined within the Dubai Disability Strategy, the UAE National Policy for Empowering People of Determination, and the vision of His Highness Sheikh Mohammed bin Rashid Al Maktoum to ensure that all members of society have equitable opportunities to participate, contribute, and thrive.

In alignment with the Dubai Inclusive Education Policy Framework (2017) and Implementing Inclusive Education: A Guide for Schools (2019), Safa British School is committed to:

- Upholding every student's right to access education within a common learning environment.
- Promoting equity, participation, achievement, and wellbeing for all learners.
- Identifying and removing barriers to learning, participation, and inclusion.
- Recognising, valuing, and celebrating diversity within our school community.
- Acknowledging and nurturing the unique strengths, abilities, and potential of every student.
- Adapting teaching approaches, learning environments, curriculum access, and assessment practices to meet individual needs.
- Providing reasonable accommodations and personalised support where required.
- Challenging discrimination, prejudice, and exclusion in all its forms.
- Fostering a culture of respect, dignity, belonging, and high expectations for all learners.

In accordance with Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai, Safa British School seeks to:

- Ensure that Students of Determination are able to access and enjoy their educational rights on an equal basis with their peers.
- Promote an inclusive school culture that values dignity, respect, and equal opportunity for all students.
- Protect students from discrimination, exclusion, or any practices that may limit their participation, achievement, or wellbeing.
- Provide equitable access to learning opportunities, support services, extracurricular activities, and wider school experiences.
- Enable Students of Determination to develop the knowledge, skills, confidence, and independence required to participate fully in society and achieve successful outcomes beyond school.

4. Admissions

Safa British School is committed to providing an inclusive admissions process that reflects our belief that every child has the right to access high-quality education within a supportive and welcoming learning environment. In accordance with *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*, the school promotes equality of opportunity and does not discriminate on the basis of disability, special educational needs, language, culture, gender, nationality, religion, or any other protected characteristic.

In line with KHDA regulations and the school's Admissions Policy, Safa British School welcomes applications from Students of Determination and seeks to ensure that all admissions decisions are fair, transparent, and centred on the best interests of the child. No student will be denied admission solely on the basis of a diagnosis, disability, or identified special educational need.

As part of the admissions process, parents are encouraged to share information regarding their child's strengths, needs, previous educational experiences, specialist reports, and any support currently in place. This information enables the Inclusion Team to work collaboratively with families to identify appropriate provision, reasonable accommodations, and support strategies that will facilitate a successful transition into school.

The school recognises the importance of early identification and proactive intervention. Through the admissions and assessment process, we seek to identify students who may benefit from additional support, enrichment, challenge, or curriculum adaptations. This may include Students of Determination, students with English as an Additional Language (EAL), More Able, Gifted and Talented (MAGT) students, and students requiring short- or long-term intervention.

Provision planning is guided by a graduated response model, underpinned by the Assess, Plan, Do, Review cycle. This collaborative process ensures that support is personalised, regularly reviewed, and responsive to the evolving needs of each learner.

In accordance with KHDA requirements and *The Executive Council Resolution No. (2) of 2017*, Safa British School endeavours to provide the resources, accommodations, and support necessary to enable Students of Determination to access education on an equitable basis with their peers. Where additional specialist provision or services are required beyond those ordinarily available within the school's inclusive framework, any associated costs will be discussed transparently with parents. Such decisions will be based on the individual needs of the student and the nature of the support required, with a clear rationale provided.

Further information regarding admissions procedures, entry assessments, and enrolment requirements can be found in the Safa British School Admissions Policy.

5. Referral and Identification Process

5a. Initial Assessment on Entry

Safa British School is committed to ensuring that all students are welcomed into an inclusive learning environment where their individual strengths, needs, and aspirations are recognised from the outset. Early identification and timely intervention are central to our inclusive approach and support the successful transition of students into the school community.

As part of the admissions process, parents are encouraged to share relevant information regarding their child's educational, developmental, medical, or learning needs, including any existing specialist reports, diagnoses, or support plans. Where additional needs are identified or disclosed, the SENCo and/or Director of Inclusion will meet with parents to gain a comprehensive understanding of the student's profile and discuss the range of support, accommodations, and provisions available within the school.

The purpose of this process is to ensure that appropriate planning and support can be implemented from the earliest opportunity, enabling students to access learning, participate fully in school life, and achieve their individual potential.

All students undertake age-appropriate entry assessments, which provide valuable information about their current attainment, learning profile, and readiness for the curriculum. Where assessment outcomes or shared information indicate that additional support may be required, a more individualised assessment process may be initiated.

This process is designed to identify strengths, potential barriers to learning, and appropriate support strategies rather than to assign labels. It enables collaborative planning between the student, family, school staff, and external professionals where appropriate.

Depending on the individual student's needs, the assessment and transition process may include:

- Meetings with parents and, where appropriate, the student to gather information regarding strengths, interests, learning preferences, and previous educational experiences.
- Consultation with external professionals, including educational psychologists, therapists, specialist centres, and healthcare providers.
- Liaison with previous schools, nurseries, or educational settings to support continuity of provision and a successful transition.
- Review of existing reports, assessments, support plans, and recommendations.
- The use of standardised screening and assessment tools where further information is required.
- Classroom, nursery, school, or specialist setting observations where appropriate.
- Discussions regarding curriculum access, reasonable accommodations, personalised pathways, and available support services.
- Adapted assessment procedures where necessary to ensure students can demonstrate their abilities in an equitable and accessible manner.
- Information gathered through the admissions and assessment process informs planning for appropriate provision and support, ensuring that every student is given the opportunity to thrive within the Safa British School community.

5b. Assessment Data

Safa British School adopts a data-informed approach to identifying and supporting students who may require additional provision, intervention, accommodation, or challenge. A range of assessment information is used to monitor student progress, attainment, and wellbeing, ensuring that all learners are appropriately supported to achieve their potential.

Upon entry to the school, and at key points throughout their educational journey, students participate in a range of baseline and standardised assessments. These assessments provide valuable information regarding students' strengths, areas for development, learning profiles, and potential barriers to learning.

Assessment data is used to:

- Identify students who may require additional support to access learning and make expected progress.
- Monitor academic growth and achievement over time.
- Inform personalised teaching strategies, interventions, and support plans.
- Identify students who demonstrate high attainment, exceptional ability, or significant potential and may benefit from additional challenge and enrichment opportunities.
- Support the early identification of possible special educational needs and disabilities (SEND).

The Inclusion Team analyses a range of assessment information, including internal and external data sources, to inform decision-making and provision planning. These may include:

- Cognitive Abilities Test (CAT4)
- GL Progress Tests in English (PTE)
- GL Progress Tests in Mathematics (PTM)
- GL Progress Tests in Science (PTS)
- National Agenda Parameter (NAP) assessments
- NGRT (New Group Reading Test)
- Reading Plus data
- Internal baseline and summative assessments
- Teacher assessments and professional observations

Assessment information is reviewed regularly throughout the academic year to monitor student progress and identify emerging needs. Where data indicates that a student may require additional support, further investigation may be undertaken through the school's referral and graduated response process.

Assessment outcomes are considered alongside teacher observations, student voice, parental feedback, and other relevant information to determine the most appropriate level of provision, ensuring that support is responsive, personalised, and evidence-informed.

5c. Concerns/ Referral Procedure

Safa British School is committed to the early identification of students who may require additional support to access learning, participate fully in school life, or achieve their potential. A clear referral and identification process ensures that concerns are addressed promptly and appropriate support is implemented at the earliest opportunity.

Raising a Concern

All staff share responsibility for identifying potential barriers to learning and monitoring student progress, wellbeing, and engagement. Where concerns arise regarding a student's academic achievement, communication, social-emotional development, behaviour, sensory needs, or overall functioning, a referral may be initiated.

Primary School

Class teachers initially discuss concerns with the relevant Head of Year and complete an Initial Concerns Form. The Head of Year reviews available evidence, including attainment data, classroom observations, and teacher feedback. Where appropriate, additional Quality First Teaching strategies and classroom adaptations may be recommended and monitored before further referral is considered. If concerns persist, the case is referred to the Director of Inclusion/ Primary SENCo for further investigation.

Secondary School

Subject teachers or tutors submit an Initial Concerns Form directly to the Secondary SENCo. The SENCo reviews the referral alongside available academic, behavioural, attendance, and wellbeing data to determine appropriate next steps.

Indicators for Referral

A referral may be considered where a student:

- Demonstrates significantly slower progress than peers from a similar starting point.
- Makes limited progress despite targeted teaching strategies and interventions.
- Fails to maintain or improve their previous rate of progress.
- Experiences a widening attainment gap compared to peers.
- Presents persistent difficulties in literacy, numeracy, cognition, or learning.
- Demonstrates challenges relating to communication and interaction.
- Exhibits social, emotional, mental health, or behavioural needs that impact learning and participation.
- Shows indicators of sensory or physical needs affecting access to the curriculum.
- Experiences difficulties in regulating emotions, engagement, or relationships within the school environment.
- Appears distressed or presents concerns relating to their safety, wellbeing, or the wellbeing of others.

These indicators are considered within the context of the student's individual circumstances and are not used in isolation to determine the presence of a special educational need.

Assessment and Review

Following receipt of a referral, the SENCo and/or relevant Inclusion Team member may conduct classroom observations, review assessment data, consult with teachers and parents, and gather additional information to develop a comprehensive understanding of the student's strengths and needs.

Where appropriate, students may be referred for further assessment by members of the LINK Team or external specialists. Assessment outcomes, combined with internal and external data sources, inform decision-making regarding the student's level of provision and any required support, accommodations, interventions, or personalised learning plans.

Areas of Assessment

Further assessment may be undertaken in relation to:

- Cognition and Learning
- Communication and Interaction
- Speech and Language Development
- Social, Emotional and Mental Health Needs
- Behavioural Regulation
- Sensory Processing and Sensory Needs
- Physical and Motor Development
- Literacy Difficulties, including Dyslexia
- Written Expression Difficulties, including Dysgraphia
- Motor Coordination Difficulties, including Dyspraxia

The referral process is designed to ensure that students receive timely, appropriate, and graduated support through a collaborative approach involving school staff, families, students, and external professionals where required.

5d. Specialist & External Assessments

Safa British School recognises the value of collaborative assessment and works closely with internal and external specialists to develop a comprehensive understanding of each student's strengths, needs, and learning profile. Where appropriate, specialist input may be sought to support identification, assessment, intervention planning, and the development of effective strategies to remove barriers to learning.

Specialists involved in supporting student assessment may include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Behaviour specialists
- External SEND professionals and specialist centres

Safa British School has established collaborative partnerships with a range of specialist providers, including The Bridge Learning Centre, Insights Psychology, High Hopes, Valens Clinic, The Developing Child Centre, Sulekeyat Centre, and Rashid Centre. These partnerships support a holistic approach to understanding and meeting student needs.

In addition, specialists from The Bridge Learning Centre work collaboratively with the Inclusion Team to support the observation, assessment, and intervention planning process for students who may require additional support. This may include input from speech and language therapists, occupational therapists, behaviour therapists, and educational psychologists.

Safa British School follows a social model of inclusion, recognising that barriers within the learning environment can impact student access, participation, and achievement. While identification is not solely dependent on a medical diagnosis, there are occasions where specialist assessment and recommendations are required to support the development of appropriate strategies, accommodations, and interventions.

Where external specialists are involved, they are encouraged to work collaboratively with the school, family, and relevant professionals. Specialist recommendations are incorporated into the student's Individual Education Plan (IEP), where appropriate, ensuring a coordinated approach that supports the student's wellbeing, progress, and long-term development.

6. A Graduated Approach

Safa British School adopts a graduated approach to identifying, assessing, and supporting students with additional learning needs. This approach ensures that provision is responsive, personalised, and proportionate to each student's individual profile, strengths, and areas of need.

The graduated approach recognises that students may require different levels of support at different stages of their educational journey. Where appropriate, increasing levels of expertise, intervention, and specialist support are introduced to ensure that barriers to learning are identified and effectively addressed.

In accordance with the Special Educational Needs and Disability (SEND) Code of Practice (2014):

"The graduated 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 or young person may be experiencing."

In alignment with the Dubai Inclusive Education Policy Framework (2017), Safa British School uses information gathered through assessment, identification procedures, and ongoing monitoring to determine the most appropriate type and level of support required for each student, based on their individual development, learning profile, and experience of SEND.

Safa British School is committed to proactively identifying and reducing barriers that may limit student achievement, participation, and inclusion. In line with the KHDA School Inspection Framework, an inclusive school recognises diversity, respects individuality, and takes purposeful action to ensure all learners can access meaningful educational opportunities.

Our graduated approach is reflected through three Levels of Provision:

7. Levels of Provision

7a. Level 1 – Quality First Teaching and Targeted Classroom Support

A student may be identified as requiring Level 1 support where:

- External circumstances are impacting their ability to achieve their full potential.
- They experience a learning need or gap (diagnosed or undiagnosed) but are able to make progress through differentiated classroom practice and targeted support.
- They have previously received intervention and have made sufficient progress to be monitored through Level 1 provision.

Level 1 represents the foundation of inclusive practice at Safa British School. All teachers are responsible for adapting teaching, learning environments, and resources to meet the diverse needs of learners through **Quality First Teaching (QFT)**.

Teachers use differentiation, adaptive teaching strategies, and appropriate classroom accommodations to ensure students can access learning, make progress, and experience success.

When a student is identified as Level 1:

- The student is added to the Students of Determination (SoD) Register as Level 1.
- The class teacher and Inclusion Team collaborate to develop personalised QFT strategies.
- Strategies are shared with relevant staff to support consistent classroom practice.
- Progress is monitored through assessment, observation, and teacher feedback.

In Primary, Teaching Assistants may provide in-class support and facilitate targeted small-group interventions to support access to learning.

In Secondary, subject-specific Teaching Assistants provide classroom support and targeted intervention within areas such as English, Mathematics, and Science.

Support is flexible and responsive to student need and may include push-in support, small-group intervention, or targeted withdrawal where appropriate.

Teachers, Teaching Assistants, and the Inclusion Team regularly review student progress and share updates with the SENCo. Where progress indicates that additional support is required, the student's level of provision may be reviewed.

7b. Level 2 – Targeted Intervention and Personalised Support

A student may be identified as requiring Level 2 support where:

- A review of Level 1 provision indicates that expected progress has not been achieved and additional support beyond classroom strategies is required.
- Initial assessment information identifies a significant learning need, gap, or barrier requiring targeted intervention.
- The student presents with significant social, emotional, behavioural, or wellbeing needs that impact access to learning.
- The student requires additional specialist input or structured intervention to make progress.

When a student is identified as Level 2:

- The student is added to the SoD Register as Level 2.
- The SENCo and/or Inclusion Team completes further observations and assessments where required.
- Appropriate screening tools may be used to explore specific learning needs.
- Baseline assessments are completed by relevant specialists.
- Targeted interventions are identified and implemented.
- The student is added to relevant intervention provision maps.

A personalised Level 2 Individual Education Plan (IEP) is developed by the SENCo in collaboration with:

- The student (where appropriate)
- Parents/carers
- Class teachers and subject specialists
- Inclusion Team members
- External professionals where relevant

The IEP outlines individual targets, strategies, accommodations, and intended outcomes. The plan is shared with relevant staff to ensure consistent support.

IEP targets are reviewed regularly, at least each half term, to evaluate impact and determine next steps.

Where required, additional Learning Support Assistant (LSA) support may be allocated to provide targeted assistance.

7c. Level 3 – Specialist and Highly Individualised Provision

A student may be identified as requiring Level 3 support where:

- A review of Level 2 provision indicates that expected progress has not been achieved.
- A medical, psychological, or specialist assessment identifies a need for highly personalised support.
- The Initial Concerns and assessment process identifies significant learning needs requiring intensive intervention.
- The student requires significant curriculum modification, adaptation, or an alternative curriculum pathway.

When a student is identified as Level 3:

- The student is added to the SoD Register as Level 3.
- A highly personalised Level 3 IEP is developed by the SENCo in collaboration with the student, parents,

teachers, Inclusion Team, and external professionals where appropriate.

- Additional Learning Support Assistant (LSA) support may be provided on a partial or full-time basis where required.
- Curriculum access is adapted to meet the student's individual profile and may include personalised pathways such as Nurture, VB-MAPP, ABLES, or ASDAN programmes.
- Specialist interventions are identified and implemented.
- The Inclusion Team completes baseline assessments and monitors progress.
- The student is included on relevant intervention provision maps.

Personalised Level 3 strategies are implemented consistently across lessons and interventions, with regular communication between all professionals involved.

IEP targets are reviewed at least each half term to evaluate progress, assess effectiveness of provision, and adjust where required.

Through the graduated approach, Safa British School ensures that students receive the right support at the right time, enabling every learner to participate, progress, and achieve their individual potential.

8. Modification, Adaptation and Personalised Provision

At Safa British School, the class teacher (or subject specialist in Secondary) is the lead professional responsible for the progress, attainment, and wellbeing of all students within their classroom. Through high-quality inclusive practice, teachers ensure that learning opportunities are accessible, appropriately challenging, and responsive to the diverse needs of all learners.

Additional support and provision may be implemented to remove barriers to learning and enable students to achieve their full potential. Provision is typically categorised as Support, Boost, or Challenge, reflecting the school's commitment to meeting a broad range of learning needs.

Support

Support provision is designed to ensure equitable access to learning for Students of Determination and those requiring additional assistance.

Quality First Teaching (QFT)

Quality First Teaching forms the foundation of inclusive practice across the school. Teachers implement personalised strategies, reasonable accommodations, differentiation, and adaptive teaching approaches to meet individual student needs within the classroom environment.

Curriculum Modification and Adaptation

Where appropriate, the curriculum, learning environment, resources, teaching methods, and assessment approaches may be modified or adapted to enable students to access learning and demonstrate progress in line with their individual needs.

In-Class Support

Teaching Assistants and Inclusion Support Staff may provide targeted support within lessons through individual,

paired, or small-group instruction, under the direction of the class teacher.

LINK Interventions

The LINK Team provides a range of evidence-informed interventions addressing both academic and non-academic areas of development. Interventions may be delivered individually or in small groups and are regularly monitored to evaluate impact and progress.

Alternative and Personalised Curriculum Pathways

For a small number of students whose needs cannot be fully met through the standard curriculum, alternative or highly personalised pathways may be considered.

Nurture Programme

Students with significant learning needs who require highly individualised provision may access the Nurture Programme. This programme combines personalised academic goals with therapeutic support, including Applied Behaviour Analysis (ABA), Speech and Language Therapy, and Occupational Therapy. Provision is overseen by appropriately qualified specialists and tailored to individual student profiles.

ASDAN Programmes

ASDAN programmes provide flexible and personalised learning pathways for students who benefit from alternative approaches to curriculum delivery. These programmes focus on developing independence, personal growth, employability, and life skills alongside academic learning.

Alternative Educational Provision within SBS

Safa British School is committed to offering a continuum of provision to meet a diverse range of learning needs.

The Bridge Learning Centre provides a specialist educational setting for primary-aged students with complex developmental needs. Students benefit from evidence-based approaches incorporating ABA, Speech and Language Therapy, and Occupational Therapy, with a focus on communication, social development, school readiness, independence, and academic progress.

The Horizon Class provides a tailored secondary pathway that combines academic learning with personal development and preparation for adulthood. Through programmes such as ASDAN's Preparing for Adulthood framework, students develop essential life skills, self-advocacy, communication, teamwork, problem-solving, and independence through meaningful and practical learning experiences.

Boost

Boost provision provides targeted support to students who may benefit from short-term intervention to accelerate progress, close identified gaps, or further develop specific skills.

In Primary, targeted in-class support and intervention programmes are delivered collaboratively by class teachers and LINK Team members. Provision is coordinated by the Head of Inclusion and relevant pastoral leaders, with ongoing monitoring to evaluate effectiveness and student outcomes.

In Secondary, Quality First Teaching remains the primary mechanism for support. Additional targeted interventions and classroom-based strategies may be implemented to strengthen student achievement and ensure all learners can access and succeed within the curriculum.

Challenge

Challenge provision ensures that students with high attainment, exceptional potential, or specific talents receive appropriate opportunities for extension, enrichment, and accelerated learning.

More Able, Gifted and Talented (MAGT)

In Primary, identified MAGT students may participate in the High Flyers Programme, which provides enriched and inquiry-based learning opportunities through ASDAN English, Mathematics, and Science pathways. Provision is coordinated by the Head of Inclusion and regularly reviewed to ensure challenge and progression.

In Secondary, a broad range of GCSE, BTEC, and A-Level pathways enables students to pursue courses that match their strengths, interests, and aspirations. Subject specialists provide extension opportunities through Quality First Teaching, ensuring students are consistently challenged and supported to achieve excellence.

Further enrichment opportunities, including competitions, leadership programmes, clubs, educational visits, and extracurricular activities, provide additional avenues for students to develop their talents, interests, and passions beyond the classroom.

9. Examination Access Arrangements

As a registered international UK examination centre, Safa British School is committed to ensuring equitable access to examinations for all students while maintaining the integrity and validity of the assessment process.

The school ensures that:

- A suitably qualified specialist assessor is available to conduct assessments and determine eligibility for examination access arrangements where appropriate.
- Access arrangements are considered and implemented for students with identified special educational needs and disabilities (SEND), medical needs, or temporary injuries, enabling them to access examinations fairly without compromising assessment standards.
- Appropriate examination support is provided in line with approved access arrangements. This may include, but is not limited to, extra time, rest breaks, assistive technology, readers, scribes, or alternative examination venues.
- Robust evidence of a student's normal way of working within the classroom and during internal assessments is maintained and retained to support applications for access arrangements in accordance

with examination board regulations.

- All access arrangements are applied in accordance with the requirements and regulations of the relevant awarding bodies, ensuring fairness, consistency, and compliance.
- This approach ensures that students can demonstrate their knowledge, skills, and understanding on an equal basis with their peers.

10. Parent Partnerships

At Safa British School, we recognise that parents and carers possess invaluable knowledge and insight into their child's strengths, needs, interests, and aspirations. We believe that effective partnerships between home and school are fundamental to successful inclusive education and positive student outcomes. Parents are regarded as key partners in the educational process and are encouraged to work collaboratively with the school to support their child's learning, wellbeing, and development.

All parents are welcome to contact the Director of Inclusion, SENCo, or relevant Inclusion Team member should they have any questions, concerns, or suggestions regarding their child's educational provision. Open, transparent, and regular communication is actively encouraged to ensure that students receive the most appropriate support.

Parents are actively involved in their child's educational journey through a range of collaborative processes, including:

- Individual Education Plan (IEP) meetings and reviews, which are conducted in partnership with parents a minimum of three times per academic year.
- The sharing of detailed IEPs following review meetings, ensuring parents have ongoing access to targets, strategies, accommodations, and updates relating to their child's provision.
- Regular progress updates through Seesaw, enabling parents to monitor progress towards individual targets and celebrate achievements throughout the year.
- Inclusion of home-based targets and strategies within IEPs, supporting consistency between school and home and empowering parents to reinforce learning and developmental goals.
- Representation within the Inclusive Education Action Team through parent governors, ensuring that parent perspectives contribute to strategic planning and school improvement initiatives.
- Parent information sessions and workshops held throughout the academic year, providing guidance, information, and opportunities for engagement with inclusive education practices.
- Specialist parent workshops delivered in collaboration with external partners, including The Bridge Learning Centre, Lighthouse Arabia, and parent coach Maysaa Fahour, offering support and training across a range of areas identified by the Inclusion Team.
- Individualised LINK reports issued each term, in addition to the school's standard reporting cycle, providing detailed information on student progress, interventions, and outcomes.
- Ongoing communication through Seesaw, which serves as a key platform for collaboration between parents, teachers, and the LINK Team, particularly within the Primary School.
- Access to a dedicated LINK Office, centrally located within the school, where parents may seek advice, discuss concerns, and meet with members of the Inclusion Leadership Team.

- A range of information resources, guidance documents, and support materials available through the LINK Office to assist parents in understanding and supporting their child's needs.

Through these collaborative partnerships, Safa British School seeks to foster a shared commitment to student success, ensuring that every child is supported to achieve their full potential within an inclusive learning environment.

11. External Agencies

Safa British School recognises the value of working collaboratively with external professionals to ensure that students with additional learning needs receive appropriate, timely, and effective support. The school maintains strong partnerships with a range of specialist providers, including educational psychologists, speech and language therapists, occupational therapists, behaviour specialists, and other relevant professionals.

The school works closely with external organisations, including Insights Psychology and The Bridge Learning Centre, which provides services such as Speech and Language Therapy, Occupational Therapy, Applied Behaviour Analysis (ABA) Therapy, and Educational Psychology assessments and consultations.

Where concerns are identified regarding a student's learning, development, communication, social-emotional wellbeing, or access to the curriculum, parents may be advised to seek additional specialist support. In partnership with the school, external providers may conduct observations or screenings within the school environment, subject to parental consent. Following these observations, feedback and recommendations are shared with parents and, where appropriate, with relevant school staff and members of the Inclusion Team. Any decision to proceed with further assessment or therapeutic intervention remains the responsibility of the parents.

Where a student is receiving support from multiple professionals, Safa British School promotes a collaborative, multidisciplinary approach to planning and provision. Meetings involving parents, school staff, and external specialists may be convened where necessary to ensure consistency of support and shared understanding of the student's needs.

Individual Education Plans (IEPs) and other relevant support documents may be shared, with parental consent, among key stakeholders, including parents, teachers, the Inclusion Team, and external professionals. Contributions from all parties are valued and inform the development, implementation, and review of personalised targets, strategies, and interventions designed to support the student's progress and wellbeing.

Through effective collaboration with external agencies, the school seeks to provide holistic, coordinated support that enables every student to access learning, participate fully in school life, and achieve their individual potential.

12. Medical Records

The school maintains relevant medical reports and records provided by healthcare professionals to ensure that students receive appropriate support within the educational environment. These records are securely held by the school nurse, who shares pertinent information with relevant staff on a need-to-know basis, in accordance

with confidentiality and data protection requirements.

We recognise that certain medical conditions may have an impact on a student's learning, wellbeing, participation, and access to the curriculum. Where appropriate, this information is considered when planning support and reasonable accommodations to ensure equitable access to learning opportunities. Further information can be found in the school's Medical Policy.

13. Students of Determination Register (SoD Register)

The school maintains a comprehensive Students of Determination (SoD) Register to ensure that accurate and up-to-date information is available to relevant staff, enabling them to effectively support individual student needs. Students are identified and categorised in accordance with the KHDA framework and their specific area(s) of need, as reflected within the SoD Register.

Psychoeducational assessments, specialist reports, and supporting documentation are securely stored within each student's confidential LINK file. Recommendations and strategies arising from these reports are used to inform Individual Education Plans (IEPs) and support plans, ensuring that appropriate accommodations, interventions, and teaching approaches are implemented consistently. Relevant information is shared with staff on a need-to-know basis to promote inclusive practice and support positive student outcomes.

14. Roles and Responsibilities

14a. Role of the School Board

The School Board:

- Delegates authority to the principal to ensure that all school staff and visitors are aware of and comply with this policy.
- Ensures that the provisions for special educational needs are of a high standard.
- Oversees the maintenance and regular updates of this policy and related policies.

14b. Role of the Principal

The Principal:

- Holds overall responsibility for Inclusion within the school.
- Actively participates as a member of the Inclusion Action Team.
- Ensures that all school personnel, students, and parents/guardians understand and follow this policy.
- Ensures the effective daily management of SEN provisions.
- Monitors the effectiveness of this policy.
- Is responsible for making all policies accessible to parents.

- Delegates the management of the Inclusion Team to the Director of Inclusion.

14c. Role of the Director of Inclusion and SENCo

The Director of Inclusion is responsible for:

- Coordinating the support and provision for students with SEND.
- Serving as the primary 'Inclusion Champion' within the Inclusion Action Team.
- Managing the Inclusion (Link) team.
- Providing guidance and support to class teachers and support staff.
- Overseeing and maintaining student records.
- Communicating with parents and caregivers.
- Liaising with external agencies.
- Promoting and fostering an inclusive ethos within the school.
- Ensuring all teaching staff are familiar with the SEND policy, know where to access information, and how to apply strategies.
- Developing a SEND-focused CPD programme.
- Collaborating with the school Registrar on the admission of new students.

14d. Role of the Inclusion Team (LINK Team)

All Link teachers will:

- Support class teachers and specialists in differentiating teaching and learning appropriately.
- Deliver targeted interventions to address specific areas of need.
- Assist in the development and implementation of Individual Education Plans (IEPs) within their area of expertise.
- Stay informed and up to date on current SEND students and their requirements.
- Implement strategies recommended by therapists, the Director of Inclusion, or the SENCo.

- Contribute to the admissions process by assessing new students to determine their baseline and potential support needs.

14e. Role of Class Teachers/Specialists

All teachers are responsible for:

- Being accountable for the progress and attainment of all students in their care, monitored through the performance management cycle.
- Differentiating instruction to meet each student's needs within regular lesson planning, including utilising Teaching Assistants effectively.
- Providing a learning environment that accommodates the diverse needs of their class.
- Working with Students of Determination (SoD) within the classroom to help them achieve their personalised targets.
- Developing and implementing IEPs with support from Specialist Inclusion staff, as needed.
- Keeping parents/guardians informed of student progress.
- Involving students in setting their targets and reviewing their progress.
- Staying informed and up to date on current SEND students and their support strategies.
- Implementing strategies recommended by therapists or the Inclusion Team.
- Raising concerns when necessary.
- Maintaining an up-to-date Class Inclusion File with student IEPs, class context sheets, etc.

14f. Role of Teaching Assistants (TAs)

All Teaching Assistants will:

- Deliver learning activities under the guidance and direction of the class teacher.
- Observe and report on student performance to support ongoing assessments.
- Promote the social, emotional, and behavioural development of students.
- Provide sufficient structure to enhance student participation in the classroom and encourage independence.
- Assist in the development and implementation of Individual Education Plans (IEPs).
- Stay informed and up to date on the needs and support strategies of current Students of Determination.

- Implement strategies recommended by therapists and the Inclusion Team.
- Raise any concerns when necessary.

14g. Role of Learning Support Assistants (LSAs)

All Learning Support Assistants will:

- Contribute to student education by delivering small-group and one-on-one instruction.
- Monitor student learning across the class, either independently or in small groups, as directed by teachers and the Inclusion Team.
- Prepare learning materials for student use under teacher supervision.
- Collect formative assessment data on student performance and progress, following systems designed by teachers or the Inclusion Team.
- Assist students requiring personal care, such as help with eating, using the bathroom, or dressing.
- Facilitate peer interactions based on guidance from the teacher and Inclusion Team.
- Supervise students during non-classroom activities such as in the cafeteria, on the playground, or during bus boarding and field trips, as directed by teachers and the Inclusion Team.
- Apply best practices and inclusion strategies in their work.
- Sign a Memorandum of Understanding (MoU).

14h. Role of Parents

Parents/guardians should:

- Provide any relevant information about circumstances that may affect their child's learning.
- Attend IEP meetings and other scheduled meetings with the SENCo and all individuals involved in supporting their child.
- Stay informed about their child's targets and progress.
- Implement strategies agreed upon by the SENCo and all parties involved in supporting their child.

14i. Role of Students

Students should:

- Participate in the development of their IEP by sharing their strengths, challenges, and aspirations.
- Engage in setting personal targets and discussing strategies for achieving them.

15. Categories of Need and Barriers to Learning

The guide Implementing Inclusive Education: A Guide for Schools, Creating the Capacity for Change (2019) outlines a framework based on the UAE's unified categorization of disability. This framework offers schools a valuable structure for identifying students of determination and addressing common barriers to learning. It includes categories of disability that align with the UAE's unified classification system.

Cognition and Learning

- Intellectual disability (including intellectual disability - unspecified)
- Specific learning disorders
- Multiple disabilities
- Developmental delay (younger than five years of age)

Communication and Interaction

- Communication disorders
- Autism Spectrum Disorders

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder
- Psycho-emotional disorders

Physical, Sensory and Medical

- Sensory impairment
- Deaf-blind disability
- Physical disability
- Chronic or acute medical conditions

Curriculum Extension and Early Entry Opportunities

The school is committed to providing appropriate challenge and enrichment opportunities to meet the needs of all learners, including students who demonstrate exceptional aptitude or achievement in specific areas of the curriculum.

Where appropriate, students may be considered for early entry to external qualifications as part of a

personalised curriculum pathway. Early entry decisions are made following careful consideration of a student's academic readiness, wellbeing, and long-term educational goals.

Examples of curriculum extension opportunities may include students accessing advanced courses, such as Further Mathematics at Key Stage 4, or undertaking qualification pathways ahead of their peers. Additionally, students studying Arabic B may be offered the opportunity to complete the GCSE Arabic as a Second Language qualification at the end of Year 10, where this is deemed appropriate.

These opportunities are designed to provide suitable challenge, promote continued engagement in learning, and support students in achieving their full potential.