

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

Integrated Management System (IMS)

Inclusion Policy



This Document has been reviewed and approved by:

Name	Position	Signature
Hiba Khateeb	QMR	<i>Hiba</i>

Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
1.0	30-Apr-2026	Initial Edition		

This document has been approved by the School Management System

The only approved and controlled copy of this document is the one available electronically on the school's network. Printing and distributing of this document is prohibited. Users must verify the Revision Number and Issue Date of the document before use.

Page 1
of 19

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

Inclusion Policy Content

- 1- Rationale
- 2- Purpose
- 3- Scope
- 4- Terms and definitions
- 5- Responsibilities
- 6- Procedures
- 7- Accountability
- 8- Policy review
- 9- Related forms and documents
- 10- References

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

1- Rationale

The Inclusion Policy aims to ensure clarity and consistency in the expectations for supporting all Students through inclusive, equitable, and high-quality educational practices. This policy outlines the key principles, non-negotiables, and strategies required to ensure that all learners, including Students of Determination (SoD), Students with additional learning needs, EAL learners, gifted and talented Students, and Students requiring personalised support, are fully supported to achieve their academic, social, emotional, and personal potential.

Implementing this policy is not an 'add-on'; it reflects the school's commitment to inclusion, equity, accessibility, and Student wellbeing. It ensures that teaching, learning, assessment, support, intervention, and enrichment opportunities are responsive to the diverse needs of Students and aligned with KHDA expectations, UAE inclusive education frameworks, and international best practices.

The policy promotes a culture where every Student is valued, respected, and provided with appropriate opportunities, accommodations, support, and challenge to access the curriculum successfully and participate fully in school life.

2- Purpose

- Establishes a clear and consistent framework for inclusive practices and provision across the school to support the academic achievement and holistic development of all Students
- Ensures alignment with UAE inclusion requirements, KHDA expectations, and international inclusive education best practices
- Promotes high expectations and appropriate support to secure strong progress, attainment, participation, and wellbeing for all learners
- Ensures the effective use of assessment data to identify individual needs, inform interventions, accommodations, and monitor Student progress
- Embeds inclusive, adaptive, and responsive teaching practices that address the diverse learning needs of Students
- Supports equitable access to learning, enrichment opportunities, and full participation in school life for all Students

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- Promotes Students' personal, social, emotional, and behavioural development to enhance wellbeing, confidence, and engagement
- Encourages active collaboration between school, parents, external specialists, and the wider community to support Student success
- Drives consistency, accountability, and continuous improvement in inclusive provision, intervention, and Student outcomes across the school

3- Scope

The scope of this policy defines the implementation and quality assurance of provision for inclusion Students across all phases of the school. It applies to all stakeholders and ensures alignment with UAE national priorities and the expectations of the KHDA School Inspection Framework.

The policy applies to:

- All Inclusion Students across all phases
- The Senior Leadership Team (SLT), teachers, and support staff responsible for planning, delivery, and monitoring of provision

4- Terms and definitions

The following Terms and Acronyms are used within this document and are defined as follows:

Term / Acronym	Definition
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

	speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder
Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Visual impairment	Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses
Hearing impairment	Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies
Expressive language disorder	Problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally.
Global language disorder	difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

Receptive language disorder	Problems understanding oral language or in listening
External Specialist	A qualified professional outside the school who provides specialised assessment, therapy, intervention, or recommendations to support Student needs
Accessibility	Ensuring that learning environments, resources, facilities, technology, and school experiences are accessible and appropriate for all Students.

5. Responsibilities

5.1 Board of Governors (BOG)

The BOG is responsible for:

- The Executive Committee will review and approve the Inclusion Policy and procedures at the end of each academic year and whenever required, ensuring compliance with:
 - KHDA School Inspection Framework requirements
 - UAE national priorities and expectations for inclusive education
 - UAE Ministry of Education (MOE) requirements
 - UAE Inclusive Education Policy Framework and related regulations
- The Executive Committee will monitor the effectiveness of inclusion provision through:
 - Reviewing and analysing termly reports presented by the SLT on Students' attainment, progress, wellbeing, and inclusion outcomes
 - Reviewing inclusion provision as part of the SEF process, particularly in relation to Student achievement, personal development, wellbeing, teaching, and support
 - Analysing the impact of teaching, intervention, accommodations, and support strategies on Students' outcomes
 - Ensuring that inclusive provision aligns with the school's vision, values, safeguarding expectations, and national priorities
 - Ensuring that all Students are appropriately supported to achieve high levels of academic success, participation, engagement, and personal development
 - Making appropriate and strategic decisions to strengthen inclusion provision, accessibility, intervention, and Student outcomes across the school
- Ensuring that the Inclusion Policy is reviewed annually to maintain alignment with KHDA, MOE, UAE inclusion frameworks, and international best practices, and updated where necessary to reflect changes in regulations, Student needs, and school priorities

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

5.2 Quality Management Representative (QMR)

The QMR is responsible for:

- Ensuring the Inclusion Policy and procedures are clearly documented, standardised, and compliant with KHDA expectations, UAE inclusion frameworks, safeguarding requirements, and MOE regulations
- Ensuring effective communication and staff training to secure consistent and high-quality implementation of inclusive practices and provision across the school
- Promoting and monitoring adherence to agreed inclusion standards, accommodations, intervention practices, and support strategies across all phases
- Conducting quality assurance activities (e.g. learning walks, observations, provision reviews, case reviews, and audits) as part of the SEF and continuous improvement processes
- Identifying gaps, inconsistencies, barriers, and areas for improvement in Students' attainment, progress, wellbeing, engagement, accessibility, and inclusion provision, and ensuring effective implementation of corrective and preventive actions (CAPA)
- Monitoring the effectiveness of intervention programmes, support plans, accommodations, and inclusive teaching practices
- Reporting key findings, trends, risks, and recommendations related to inclusion provision and Student outcomes to the Board of Governors (BOG) and Senior Leadership Team (SLT)
- Embedding the Plan–Do–Check–Act (PDCA) cycle to drive continuous improvement and enhance inclusive practices, accessibility, Student participation, and outcomes across the school

5.3 Senior Leaders

The SLT will ensure the following:

- Inclusion provision complies with the Inclusion Policy and approved school, KHDA, safeguarding, and MOE requirements
- Teaching, learning, assessment, and support practices are inclusive, accessible, and responsive to the diverse academic, social, emotional, behavioural, and learning needs of all Students
- High-quality inclusive teaching practices are consistently implemented to support Student engagement, participation, progress, attainment, and wellbeing across all subjects and phases

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- Assessment for Learning (AfL) is effectively used to identify individual needs, inform interventions, provide targeted feedback, and accelerate Student progress
- Teaching is adapted through differentiation, accommodations, modifications, and personalised learning strategies to ensure all Students are appropriately supported and challenged
- Appropriate intervention programmes, support plans, and wellbeing strategies are implemented and monitored effectively
- Staff are supported through professional development, coaching, and guidance to strengthen inclusive practices and effective classroom provision
- Collaboration between teachers, inclusion staff, parents, and external specialists is promoted to ensure effective support and positive Student outcomes
- Student wellbeing, accessibility, participation, safeguarding, and inclusion outcomes are regularly monitored and reviewed to support continuous improvement across the school

5.4 Inclusions Lead:

The Inclusions Lead will ensure the following:

- Students with SEND and additional learning needs are identified effectively and in a timely manner
- The SEND register, IEPs, support plans, and Student records are accurate, updated, and compliant with school and KHDA requirements
- Inclusive provision, interventions, accommodations, and support strategies are well planned, implemented, monitored, and evaluated effectively
- Parents, Students, staff, and external specialists are engaged to ensure continuity and effectiveness of provision
- Appropriate support and transition arrangements are in place for new Students with identified needs
- The performance and professional development of Learning Support Assistants (LSAs) are effectively monitored and supported
- Staff receive guidance, training, and support to strengthen inclusive teaching and learning practices
- Relevant school data is used to monitor Student progress, identify priorities, set targets, and improve outcomes for Students with additional needs
- The SEF, SIP, and Inclusion Development Plan accurately reflect strengths, priorities, and areas for development in inclusion provision
- Policies, procedures, and practices promote inclusion, accessibility, wellbeing, equity, and high achievement for all learners

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- Effective systems are implemented to monitor the quality of teaching, intervention, progress, attainment, and wellbeing of Students receiving additional support
- Strategic recommendations and resource needs are communicated to the SLT to strengthen inclusion provision and Student outcomes across the school

5.5 Teachers

Teachers are responsible for:

- Ensure inclusion provision is aligned with the Inclusion Policy and relevant school, KHDA, safeguarding, and MOE expectations
- Lessons are effectively planned with clear learning objectives and success criteria that meet the diverse needs of all learners
- High-quality and inclusive teaching strategies promote strong engagement, participation, progress, attainment, and wellbeing for all Students
- Assessment for Learning (AfL) is used effectively to identify needs, inform teaching, and provide meaningful feedback and intervention
- Teaching is adapted through differentiation, accommodations, and personalised learning approaches to support and challenge Students appropriately
- Positive, inclusive, accessible, and supportive learning environments are maintained to promote Student wellbeing, belonging, and participation
- Inclusive teaching practices are consistently implemented, monitored, and continuously improved to ensure sustained progress and success for all learners

5.6-SENDCo

- Support the Head of Inclusion in identifying SEND learners effectively and in a timely manner
- Maintain accurate and updated SEND registers, records, and documentation
- Coordinate, monitor, and evaluate SEND interventions and provision
- Support transition arrangements for learners with identified needs
- Communicate regularly with parents, learners, staff, and external agencies regarding provision and progress
- Monitor and support the effective deployment and performance of Learning Support Assistants (LSAs)

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- Support staff professional development and inclusive teaching practices
- Provide advice, strategies, and training related to SEND and inclusion
- Contribute to the SEF, SIP, and Inclusion Development Plan with a focus on SEND priorities and outcomes
- Use school data to monitor progress, set targets, and improve outcomes for SEND learners
- Implement systems to monitor teaching quality, progress, attainment, and wellbeing of learners with SEND
- Analyse data and advise SLT on resource allocation and support requirements
- Contribute to the Inclusion Support Team Strategic Development Plan and monitor progress against agreed targets and KHDA expectations

6-Procedures

6.1 Definition of special educational need

A Student has special educational needs if he or she is experiencing learning barriers that need special educational provision to be made for them to access learning. By 'learning barriers' we mean that the Student will have much greater difficulty in learning than most Students of the same age, or that he or she has a specific learning disability or physical disability which prevents them from using the facilities in the school that are provided for Students of the same age.

6.2 Categories of special educational need

In line with the recommendations of KHDA, we recognise the following categories of special educational need:

- o Intellectual disability
- o Multiple disabilities
- o Developmental delay (younger than 5 years)
- o Communication disorders
- o autism spectrum disorders
- o Attention deficit and hyperactivity disorders
- o Specific learning disorders
- o Sensory impairments
- o Physical disabilities

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- o Deaf-blind disability
- o Psycho emotional disorders
- o Acute medical conditions

Gifted and Talented - please see the separate Gifted and Talented Policy

6.3 Identification of Students with special educational needs

It is important that a Student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Support Team (IST) on entry or at any point during their education at New Dawn Private School.

6.3.1 Through Admissions - on entry

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each Student.

- Parent/Carers are required to disclose any special educational need that has been previously identified. Failure to do so would put the parents in breach of the KHDA parental agreement.
- Each Student's application needs to be accompanied by previous academic reports, transfer certificates and any medical/psychological assessments that are relevant to the application, including Individual Education Plans (IEPs), or similar documentation.
- Before entry to the Foundation Stage (FS), Students are invited to a 'play' session which informs assessments by staff and discussions with parents will take place.
- Students from Year 1 to Year 3 are asked to complete a Literacy and Numeracy assessment. o Students from Year 4 upwards complete the Cognitive Ability Tests (CAT4) assessments to determine their learning preference and potential and to identify the potential presence of a specific learning difficulty.
- When a Student is identified through admissions, the Student might be called back for an interview with the Head of Inclusion, SENCo, or a member of the Leadership Team. If any of these measures indicate that the Student may have an additional need, the application is referred to the Head of Inclusion in the relevant section for individual consideration. A decision will then be made using the Level System 1 and the provision that will be put into place.

6.3.2 Identification of Enrolled Students

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

For Students already enrolled in the school, the following is taken into consideration:

- Standardised tests - data gathered will include entrance assessments alongside other standardised tests such as the CAT4. Students with a standardised score of 84 or less in any two of the four batteries will be monitored by the IST for further assessment and possible identification of need.
- Benchmark testing – Students working significantly below age related norms (at least two years below) may be referred to the IST if the class or subject teachers are concerned that this is related to a specific or general need.
- On-going assessments - as the Students continue through the School, regular testing will assess progress. The IST will be informed of any Students struggling to make expected progress and a Short-Term Intervention Plan (STIP) will be implemented if appropriate.
- Specific concerns - a Student may be referred by teachers or parents if specific concerns are raised that the IST may be able to address. A thorough process for referral (Appendix 1) is embedded within the teaching and learning process and is continually monitored by the IST.
- Behaviour, counselling, and clinic referrals.

6.4 ASSESSMENTS

Once a referral has been made, the Student will be assessed by a member of the Inclusion Team to ascertain the need. The assessment may comprise of several different elements, but is likely to include:

- Seeking the viewpoint of the Student 1 Level System- please see 3.5 Level of Provision
- Seeking and co-ordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this Student.
- Discussions with parents regarding previous and current difficulties the Student may be experiencing o Feedback with Head of Year/Form Tutor/Subject Leaders
- Standardised tests to assess current levels against national norms o Specialised assessments to assess the four broad areas of need
- Observations and advice from other service providers.

It may be appropriate to seek advice from other service providers who can offer further insight to support Student's needs. This may include a request for a full educational assessment from a suitably qualified professional, licensed by the Dubai Health Authority (DHA) and/or Community Development Authority (CDA).

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

Once the assessment has been completed, the IST will collate and assess the information to decide if further action needs to be taken. If the Student is considered to have a need that necessitates additional provision the IST will meet with all stakeholders to plan for provision.

6.5 LEVEL OF PROVISION To ensure that the correct level of support is put in place for the Students at New Dawn Private School, we use the 'Level System' of provision as recommended in the KHDA document 'Implementation of the Dubai Inclusive Education Policy' (2018). Students with additional needs will be classified as needing support at either Level 1, 2 or 3.

6.5.1 The Level System

Level 1

Every teacher is expected to personalise the learning in their classroom to meet the needs of all Students. For most Students this 'quality first,' personalised teaching in the classroom will address any additional needs that they may have. These Students will be closely monitored by teachers to ensure that they are making expected progress. The IST will be available to offer support and guidance, as necessary. Every level 1 child will have a STUDENT passport detailing the recommended universal teaching strategies to be used during whole class teaching. These Students will be listed within the School's SEND register which will be accessible by all staff.

Level 2

Some Students will need additional support to make progress or overcome a particular barrier to learning. This support may only need to be short term and/or in specific areas such as literacy, numeracy, or areas of social and emotional understanding. Students needing short term or specific intervention will move to Level 2 provision. At Level 2, the classroom teacher holds the main responsibility, with support from the IST. At Level 2, the Students will receive short term, targeted interventions, which will be delivered by an identified member of the IST. Such Students will be removed from the common learning environment only when it is judged to be an absolute necessity and the frequency of such interventions will be kept to an absolute minimum. Every level 2 child will have a STUDENT passport detailing the recommended universal teaching strategies and to be used during whole class teaching. These They will be included on the school's SEND register and progress will be monitored on a termly basis. All progress information will be shared with relevant staff to inform inclusive planning. PP The school can facilitate other service providers who can offer specialised therapies such as:

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- o Speech and Language Therapy
- o Occupational Therapy
- o Applied Behaviour Analysis Therapy
- o Bilateral Integration Therapy

Level 3

Students needing long term or intensive support will be moved to Level 3 provision. If a Student has been assessed as needing Level 3 intervention, this means that the school believes that the Student will not make expected progress unless Learning Support Assistance is provided (LSA). At Level 3 responsibility for the Student is shared equally with the class teacher, LSA and IST.

Level 3 provision involves developing a Student Profile Individual Education Plan (IEP) for the Student that will identify the individual needs of the Student and ensure a programme of intervention is delivered to target these needs. "SMART" targets will be used to ensure that barriers which affect the learning of the Student in multiple areas are reduced or removed. This programme will be monitored by the IST, in collaboration with the class teachers and LSA, and will be regularly reviewed with parents and Students on a termly basis.

The format of Level 3 provision will be dependent on the individual needs of the Student and is likely to contain the following elements:

- Individual assessments and identification of need
- A Student Passport (to be reviewed annually with parents and teaching staff)
- An IEP (to be reviewed termly with parents and teaching staff)
- LSAs to monitor progress and facilitate delivery of interventions
- Individualised programme of intervention that will involve regular 1 to 1 input (usually daily) on key targets
- Targeted support in class to facilitate learning
- Regular reviews of progress and setting of new targets.

In addition, the support programme may include:

- Targeted group classes
- Use of online based intervention programmes
- Involvement of other service providers.

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

6.5 Monitoring and Quality Assurance

- Conduct regular monitoring activities, including learning walks /book scrutiny /Student voice /SEND - Non SEND data analysis
- Evaluate the quality of provision and its impact on Inclusion Students' outcomes
- Ensure consistency of practice across subjects and phases

6.6 Data Analysis and Reporting

- Track Inclusion / SEND Students' attainment, progress, attendance, and wellbeing
- Analyse trends, gaps, and group comparisons
- Prepare termly reports for SLT and BOG highlighting strengths and areas for development /impact of interventions /recommended actions

6.7 Parental Engagement

- Establish effective communication with parents of Inclusion Students
- Organise meetings, workshops, or information sessions to support Student learning
- Ensure parents are informed about progress, support strategies, and outcomes

6.8 Student Voice and Wellbeing

- Gather feedback from Inclusion Students regarding their learning experience
- Monitor wellbeing and sense of belonging within the school
- Ensure appropriate pastoral support is in place

6.9 Professional Development

- Identify training needs for staff related to supporting Inclusion Students
- Deliver or coordinate CPD on inclusive practices, cultural awareness, and differentiation
- Share best practices across departments

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

6.10 Continuous Improvement (PDCA Cycle)

- Plan: Identify priorities based on data and QA findings
- Do: Implement targeted strategies and interventions
- Check: Monitor impact through data and QA activities
- Act: Refine approaches and scale effective practices

7-Accountability

Accountability for the effective implementation of the inclusion Students Policy is shared across stakeholders and aligned with the KHDA School Inspection Framework expectations (particularly PS2,5).

- **Board of Governors (BOG): Approves the policy and monitors its effectiveness through termly reports on Inclusion Students' outcomes**
- **Principal and SLT: Ensure implementation, monitoring, and evaluation of provision for Inclusion Students**
- **Inclusion Lead: Oversees provision, tracks progress, and ensures targeted support and continuous improvement**
- **Teaching Staff: Deliver inclusive, adaptive teaching and monitor progress of Inclusion Students**
- **Parents and Students: Engage actively to support learning, wellbeing, and national identity**

8-Policy Review

This policy was written in April 2025 and will be reviewed again in June 2026.

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

9-Related Forms and Documents

This policy links with the following policies and procedures:

- Curriculum Policy
- Marking and Feedback Policy
- Assessment Policy.
- Attendance & punctuality Policy.
- Home learning Policy
- Online learning Policy
- UAE Code of Conduct
- G&T Policy

10-References:

This policy has been updated to ensure compliance with the following legislative requirements:

Dubai Inclusive Education Policy Framework of 2017

Federal Law No. (29) Of 2006 Concerning the Rights of People of Determination

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:

Article 4 (part 14)

Establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools

Article 13 (part 16)

Treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

Article 13 (part 17)

Admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (part 19) Provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

Article 23 (part 4) Provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

General criteria for SEND identification:

Level 3 SEND Students

To be considered a level 3 SEND Student at New Dawn Private School a student should typically meet one of the following criteria:

- Reading age which is half or less of life age.
- Identified at 1st centile or below in any cognitive or developmental domain via a recognised standardised assessment tool including external reports by appropriately accredited professionals.
- A standardised score of 60 or below in any battery of the CAT4
- Behavioural difficulties which require support

Level 2 SEND Students

Typically, a level 2 SEND Student at New Dawn Private School should meet one of the following criteria:

- Reading age which is two years or more below life age.
- Identified at 2nd centile or below in any cognitive or developmental domain via a recognised standardised assessment tool including external reports by appropriately accredited professionals.
- A standardised score of 70 or below in any battery of the CAT4.
- Receiving therapeutic and or specialist intervention

Level 1 SEND Students

Students who do not meet the above criteria may be identified at level 1 on the school's SEND register and will include but are not limited to the following:

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	30-Apr-2026
	Quality Procedures for Inclusion		

- Students with a formal diagnosis from an appropriately accredited professional. o Students who have been granted additional exam access arrangements.

Students with SEMH difficulties with the potential to impact learning. o Students with physical-medical conditions with the potential to impact learning. The needs of all Level 1 SEND Students can be met by Quality First Teaching (QFT) which may include advice and guidance from members of the Inclusion Support Team

https://web.khda.gov.ae/KHDA/media/KHDA/Guidelines-and-Standards-External-Assessment-for-SOD_EN.pdf