Integrated Management System (IMS)
Inclusion Policy

NEW DAWN
PRIVATE SCHOOL

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Table of Contents

1. Rationale
2. Purpose
3. Scope
4. Definitions and Terminology
5. Core Inclusion Principles
6. Groups Supported Through Inclusion
7. Roles and Responsibilities
8. Policy Requirements
9. Accountability
10. Policy Review
11. References

1. Rationale

At New Dawn Private School (NDPS), inclusion is a whole-school responsibility and a fundamental principle of high-quality education. The school is committed to providing an inclusive, equitable and ambitious learning environment in which every learner is known, valued, supported and challenged to achieve their full potential.

NDPS recognises that learners have different strengths, experiences, abilities, interests, languages, backgrounds and educational needs. Some learners may experience barriers to learning, participation, communication, wellbeing or achievement because of disability, additional educational needs, language proficiency, social or emotional circumstances, gaps in prior learning or other individual factors. These barriers may be permanent, temporary, emerging or situational and may change throughout a learner's educational journey.

Inclusion at NDPS is not limited to learners with a formal diagnosis or an identified special educational need. It is embedded in classroom teaching, curriculum planning, assessment, pastoral support, safeguarding, enrichment and school leadership. The school is committed to identifying and reducing barriers early, providing appropriate support and ensuring that all learners have meaningful access to learning and school life.

The school adopts a graduated approach to provision, beginning with high-quality inclusive teaching and extending, where necessary, to targeted intervention, personalised planning, reasonable adjustments, specialist support and individualised provision. Learners who demonstrate high levels of ability, exceptional potential or particular talents will also be supported through appropriate challenge, enrichment and advanced learning opportunities.

As a British curriculum school preparing for British Schools Overseas (BSO) inspection, NDPS is committed to promoting equality of opportunity, respect for individual differences, personal dignity and a strong sense of belonging. The school promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs through its inclusive ethos, curriculum, relationships and everyday practices.

These values are promoted alongside respect for UAE culture, national identity, laws, traditions and values. NDPS seeks to develop a community in which diversity is valued, prejudice and discrimination are challenged, and learners are supported to become respectful, responsible and active contributors to society.

The school recognises that inclusion requires both high expectations and appropriate support. A learner's disability, additional learning needs, language proficiency, background or circumstances must not automatically limit expectations for achievement, participation or independence. Equally, high expectations must be supported by appropriate teaching, reasonable adjustments, accessible resources and effective intervention.

All teachers retain responsibility for the learning, progress, participation and wellbeing of the learners they teach. The Head of Inclusion, senior leaders, support staff, parents, carers and external specialists contribute to a coordinated approach in which support is purposeful, evidence-informed and evaluated for impact.

Through this policy, NDPS aims to ensure that every learner has the opportunity to develop academically, socially, emotionally and personally within a safe, inclusive and ambitious school community.

2. Purpose

The purpose of the NDPS Inclusion Policy is to:

- **Establish a consistent whole-school approach:** Provide a clear framework for inclusive education, equitable access, participation, wellbeing and achievement across all phases of the school.
- **Promote equality and belonging:** Ensure that all learners are treated with dignity and respect and are supported to participate meaningfully in the life of the school.
- **Identify barriers early:** Establish effective procedures for recognising emerging or identified needs through teacher observation, assessment, progress monitoring, attendance, parental communication and specialist advice where appropriate.
- **Maintain high expectations:** Promote strong attainment, progress, engagement, independence and personal development for all learners, including those requiring additional support and those requiring greater academic challenge.
- **Clarify professional responsibility:** Ensure that classroom teachers retain primary responsibility for the learning and progress of every learner they teach, with appropriate support from inclusion leaders, teaching assistants, pastoral staff and external professionals.
- **Provide graduated support:** Establish a continuum of provision ranging from high-quality inclusive classroom teaching to targeted interventions, individualised planning and specialist support where appropriate.
- **Support Students of Determination and learners with SEND:** Identify and respond to additional educational, developmental, communication, sensory, physical, social, emotional and behavioural needs in accordance with applicable UAE requirements.
- **Support English as an Additional Language (EAL):** Identify language acquisition needs and provide appropriate scaffolding so that learners can develop English proficiency while accessing an appropriately challenging curriculum.
- **Develop gifted, talented and high-potential learners:** Provide suitable extension, enrichment, deeper learning and advanced opportunities that promote sustained progress and fulfilment of individual potential.
- **Provide reasonable adjustments and accessibility:** Consider appropriate adaptations to teaching, resources, learning environments, assessment arrangements, communication and participation in accordance with applicable legal and regulatory requirements.

- **Strengthen individual planning:** Ensure that Individual Education Plans (IEPs), Additional Learning Plans (ALPs) and other support plans are purposeful, measurable, regularly reviewed and connected to classroom learning and learner outcomes.
- **Promote personal safety and wellbeing:** Ensure that inclusion arrangements consider safeguarding, emotional wellbeing, peer relationships, bullying, attendance, medical needs and access to appropriate pastoral support.
- **Plan for emergency accessibility:** Ensure that a Personal Emergency Evacuation Plan (PEEP) is prepared where an individual learner requires a personalised evacuation arrangement, with appropriate consideration of mobility, sensory, communication and other relevant needs.
- **Strengthen learner and parent participation:** Involve learners, parents and carers appropriately in identification, planning, decision-making and review, recognising their knowledge of the learner's strengths, experiences and needs.
- **Promote British Values and respect for UAE identity:** Ensure that inclusive practice promotes fairness, individual dignity, respectful dialogue, freedom from discrimination, tolerance and responsible participation in the school community.
- **Evaluate provision and impact:** Maintain appropriate records of identification, support, interventions, progress, participation and outcomes so that provision can be evaluated and improved.
- **Ensure effective collaboration:** Coordinate the work of teachers, inclusion staff, pastoral leaders, counsellors, medical staff, parents and external specialists where appropriate and with due regard to confidentiality and safeguarding.
- **Drive continuous improvement:** Use assessment information, intervention reviews, learner and parent feedback, classroom observations and internal audits to evaluate the effectiveness of inclusive provision.

The school will seek to ensure that support is proportionate to identified need, reviewed regularly and designed to increase access, participation, independence and achievement rather than create unnecessary dependence on adult assistance.

3. Scope

This policy applies to all phases and year groups currently authorised for operation at NDPS, from FS1 to Year 8, and to all learners, teachers, teaching assistants, inclusion staff, senior leaders, support personnel, governors, parents and carers involved in the provision of education and learner support.

It applies to all aspects of school life, including classroom teaching, curriculum planning, assessment, intervention, enrichment, extracurricular activities, educational visits, transport-related participation, pastoral care, safeguarding, transitions and emergency arrangements.

The policy encompasses the following groups and areas of provision:

- **Students of Determination and learners with SEND:** Learners with identified or suspected disabilities, developmental differences or additional educational needs requiring appropriate support, adaptations or specialist input.
- **Learners with emerging or temporary needs:** Learners experiencing barriers arising from gaps in prior learning, emotional distress, changes in family circumstances, medical needs, interrupted education or other factors that may affect access and progress.
- **English as an Additional Language (EAL):** Learners who require support to acquire academic English, develop subject-specific vocabulary and access teaching, assessment and communication effectively.
- **Gifted, talented and high-potential learners:** Learners who require additional challenge, advanced learning opportunities, enrichment or subject-specific provision to achieve their potential.
- **Learners requiring pastoral or wellbeing support:** Learners whose emotional, social, behavioural or mental health needs affect their engagement, relationships, attendance or learning.
- **Learners requiring accessibility arrangements:** Learners who may need reasonable adjustments to the physical environment, communication, teaching resources, assessment, participation or emergency procedures.
- **Learners with medical or personal care needs:** Learners who require appropriate coordination of educational provision, health arrangements, personal care or other support to participate safely and meaningfully in school life.

The policy applies whether needs are formally diagnosed, identified through professional assessment, emerging through school-based evidence or reported by parents, carers or external specialists. A formal diagnosis will not be treated as the only route to identifying a need or considering appropriate classroom support.

The school will use relevant evidence, professional judgement, assessment information and consultation with parents and learners to determine appropriate provision. Support will be reviewed in response to progress, changing needs and the effectiveness of existing arrangements.

All staff are responsible for implementing inclusive classroom practice, identifying potential barriers, communicating concerns and contributing to agreed support plans. The Head of Inclusion and relevant leaders are responsible for coordinating provision, advising staff, monitoring impact and ensuring that appropriate procedures are followed.

Parents and carers are expected to share relevant information that may assist the school in understanding and supporting a learner's needs. The school will work collaboratively with families and, where appropriate, external specialists to support effective planning and review.

The policy must be read alongside the school's Safeguarding and Child Protection Policy, Admissions Policy, Behaviour Policy, Anti-Bullying Policy, Assessment Policy, Teaching and Learning

Policy, EAL provision, Attendance Policy, Medical and First Aid Procedures, Accessibility and Emergency Procedures, and relevant learner support plans.

NDPS will implement this policy in accordance with applicable UAE legislation, Ministry of Education requirements, KHDA regulations and relevant BSO standards. English guidance, including the principles of the SEND Code of Practice, may inform inclusive practice where appropriate, but does not replace UAE legal or regulatory requirements.

The ultimate purpose of this policy is to ensure that inclusion is reflected in everyday classroom practice, school decision-making and learner experience, so that every learner has the opportunity to belong, participate, make progress and succeed.

4. Definitions and Terminology

Term	Definition
Inclusive Education	Education in a common learning environment with appropriate teaching, intervention, support, reasonable adjustments and challenge so barriers to participation and achievement are reduced.
Students of Determination / SEND	Students experiencing special educational needs and/or disabilities requiring specific provision, adjustments or support for equitable access.
Additional Learning Need (ALN) / Support Plan	A barrier or learning need requiring provision additional to or different from ordinary classroom support; this does not mean SEND.
Adaptive Teaching	Responsive adjustment of explanations, modelling, scaffolding, questioning, resources, grouping, pace, support and challenge according to evidence.
Reasonable Adjustment	A proportionate change that removes or reduces a barrier to access, participation, assessment or learning.
IEP	Individual Education Plan for a student requiring individualised SEND provision, with measurable outcomes, strategies, responsibilities and review.

ALP	Advanced Learning Plan for a gifted, talented or high-potential student requiring sustained extension, enrichment or advanced challenge.
Student Passport	Concise student-centred profile of strengths, barriers, effective strategies, reasonable adjustments and student voice.
PEEP	Personal Emergency Evacuation Plan for a student who cannot safely or independently follow the standard evacuation procedure.
Intervention	Time-bound targeted provision with baseline evidence, measurable targets and impact review.
Provision Map	Whole-school record of universal, targeted, individualised/specialist and advanced provision.
Graduated Response	Assess - Plan - Do - Review cycle used to match provision to need and evaluate impact.
External Specialist	Appropriately qualified and, where required, licensed professional providing assessment, therapy, intervention or recommendations.

5. Core Inclusion Principles

- Equity and non-discrimination: barriers are addressed through appropriate support and reasonable adjustments.
- Belonging and participation: students participate in the common learning environment and wider school life to the greatest appropriate extent.
- High expectations: additional need is not a reason for low expectations.
- Early identification and intervention: emerging barriers are acted upon promptly rather than waiting for failure or a formal diagnosis.
- Quality-first teaching: inclusive classroom teaching is the first response to learner diversity.
- Least restrictive provision: withdrawal is used only where purposeful, proportionate and beneficial.
- Student and parent partnership: their views inform decisions, plans and reviews.
- Evidence and impact: provision is evaluated by its effect on access, independence, wellbeing, attainment and progress.

- Confidentiality and dignity: information is shared on a need-to-know basis and students are treated respectfully.

6. Groups Supported Through Inclusion

Inclusion Area	Provision Focus
Students of Determination / SEND	Identification, IEPs, Student Passports, accommodations, modifications where appropriate, specialist support and access arrangements.
Additional Learning Needs / Low Attainment	Targeted academic intervention, catch-up support and progress monitoring without automatically categorising the student as SEND.
Gifted, Talented and High-Potential	Identification, ALPs where required, enrichment, extension, higher-order challenge and advanced learning opportunities.
EAL	Language-access support, classroom strategies and targeted language intervention where required. EAL alone is not SEND.
Social, Emotional or Behavioural Barriers	Targeted educational support and coordinated pastoral/wellbeing provision where barriers affect access, engagement or learning.
Medical, Physical, Sensory or Accessibility Needs	Reasonable adjustments, accessibility arrangements and PEEPs where individual emergency evacuation planning is required.
Temporary or Emerging Needs	Short-term support following illness, interrupted schooling, transition, curriculum gaps or other temporary barriers.

7. Roles and Responsibilities

Board / Executive Committee

- Approve the policy and monitor strategic effectiveness through termly inclusion reports and self-evaluation evidence.
- Ensure inclusion aligns with applicable UAE/Dubai requirements, safeguarding, accessibility and school priorities.
- Challenge leaders on outcomes, access, participation, provision quality and improvement actions.

Principal / SLT

- Hold overall accountability for inclusive provision, student outcomes and equitable access.
- Ensure appropriate staffing, professional learning, resources and systems.
- Review inclusion through SEF/SIP, data, QA findings, student/parent voice and intervention impact.

Head of Inclusion / SENCO

- Lead day-to-day implementation and coordinate provision.
- Maintain accurate registers, Student Passports, IEPs, ALPs, intervention records and relevant PEEPs with responsible colleagues.
- Coordinate graduated response, referrals, reviews, external specialist liaison and transitions.
- Coach staff, monitor LSA deployment and evaluate impact.
- Report strengths, risks, trends, resource needs and improvement priorities to SLT.

Teachers

- Retain primary responsibility for progress, attainment, participation and development of every student they teach.
- Plan and deliver inclusive, adaptive teaching and implement agreed IEP/ALP/Student Passport strategies and accommodations.
- Use assessment evidence to identify barriers early, deliver/review classroom interventions and refer concerns appropriately.
- Work with LSAs, inclusion staff, parents and specialists while maintaining ownership of classroom learning.

LSAs / Support Staff

- Support access, participation, independence and agreed outcomes under teacher/Inclusion Team direction.
- Avoid unnecessary dependency or separation from peers.
- Record relevant evidence and contribute to reviews while maintaining confidentiality.

Parents / Carers and Students

- Participate in planning and review and share relevant information.
- Students are supported to express strengths, needs, preferences and views in age-appropriate ways.

8. Policy Requirements

- Admissions must consider student needs fairly and gather information needed to plan provision.
- A formal diagnosis is not a prerequisite for reasonable school-based support where evidence shows a barrier.
- Low attainment, EAL, behaviour or curriculum gaps alone do not automatically constitute SEND.
- Students should normally remain with age-appropriate peers with suitable support; exceptional placement decisions must follow applicable requirements and evidence.
- IEPs and ALPs must contain measurable outcomes and planned review points.
- Targeted interventions must record baseline, purpose, frequency/duration, responsible adult, review date and impact measure.
- PEEPs must be developed when individual risk assessment shows that standard evacuation arrangements are insufficient.
- External reports inform, but do not replace, school-based assessment and evidence.
- Staff receive appropriate professional development in inclusive practice.
- Provision is quality assured through triangulated evidence: classroom practice, work, data, plans, intervention records, student/parent voice and case review.

9. Accountability

Accountability is shared but explicit: governance monitors strategy; Principal/SLT assure implementation and resourcing; the Head of Inclusion coordinates provision and quality; teachers remain accountable for classroom learning; support staff implement agreed support; parents and students participate in planning and review.

10. Policy Review

The policy will be reviewed at least annually and earlier when legislation, regulatory requirements, school context or identified improvement needs change. Review considers student outcomes, access, participation, stakeholder feedback, quality assurance findings and provision effectiveness.

12. References

- Dubai Inclusive Education Policy Framework (2017).
- Implementing Inclusive Education: A Guide for Schools (2019).
- Directives and Guidelines for Inclusive Education (2020).
- KHDA Administrative Resolution No. (15) of 2026 approving the Dubai Inclusive Education Framework and Directives and Guidelines for Inclusive Education for Private Schools in the Emirate of Dubai.
- KHDA Guidelines and Standards for the Use of External Assessment Reports for Students of Determination.
- Federal Law No. 29 of 2006 concerning the rights of People of Determination, and other applicable UAE legislation/regulations.
- Executive Council Resolution No. (2) of 2017 regulating private schools in the Emirate of Dubai, where applicable.

This document has been approved by the School Management System
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