



Inclusion Policy

POLICY FOR	INCLUSION
PERSON RESPONSIBLE	Head of Inclusion
REVIEW DATE	January 2026
REVIEWED BY	Inclusion Team
APPROVED DATE	June 2026
APPROVED BY	Executive Leadership Team (ELT)
DATE OF NEXT REVIEW	June 2027
RELATED POLICIES	Genius Lead Policy, Multilingual Policy, Rewards and Sanctions Policy, ILSA Policy

Executive Principal / CEO and Brand



Ambassador for GEMS Westminster Schools

1. PURPOSE

The purpose of the policy is to embed inclusion and equity at the heart of the school's educational policy, culture, and daily practice. The Westminster School is committed to creating system-wide change that proactively identifies and removes barriers to educational access, participation, and engagement for every student. This policy aims to ensure that all learners—regardless of background, identity, learning needs, or personal circumstances—can fully participate in the life of the school, achieve their highest potential, and experience a strong sense of belonging. Through inclusive teaching, equitable opportunities, and a supportive school environment, Westminster School seeks to uphold its commitment to a learning community where diversity is valued, and every student thrives.

2. SCOPE

This Inclusion Policy applies to all aspects of teaching, learning, and school life at Westminster School. It covers:

- **All students** enrolled at Westminster School, including those with diverse cultural backgrounds, identities, abilities, learning needs, and personal circumstances.
- **All staff members**, including teachers, leaders, support staff, and volunteers who contribute to the educational environment.
- **All educational practices and decision-making processes**, including curriculum design, instructional approaches, assessment practices, behaviour support, and student wellbeing.
- **Partnerships with parents, caregivers, and the wider community**, ensuring that collaborative efforts support inclusive and equitable participation for all students.

This policy applies school-wide and guides both everyday practice and long-term strategic planning to ensure that inclusion and equity remain central to the mission and culture of Westminster School.

3. DEFINITIONS

Special Educational Need and Disability (SEND): In the Dubai Inclusive Education Policy Framework, SEND is “a need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers”.

Student of Determination (SOD) is a student with a long-term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age.

Inclusion: The active, intentional, and ongoing process of ensuring that every student feels valued, respected, and able to fully participate in all aspects of school life. Inclusion recognises and responds to the diversity of learners and removes barriers to engagement and achievement.

Equity: The provision of fair and appropriate support, resources, and opportunities to ensure that all students can achieve positive outcomes. Equity acknowledges that different students may require different support to succeed.

Graduated Approach: The Graduated Approach is a model of action and intervention in schools to help students who have special educational needs. The approach recognises that there is a **continuum** of special **educational** needs and

that, where necessary, increasing specialist expertise should be used to remove or mitigate barriers to learning that students may be experiencing.

Barriers to Learning: Any factor—environmental, physical, social, cultural, emotional, or procedural—that limits or restricts a student’s ability to access, engage in, or benefit from learning experiences.

Reasonable Adjustments: Changes or supports put in place to enable a student to access learning on an equitable basis. These adjustments are designed to remove barriers while maintaining academic integrity and safety.

Wellbeing: A holistic concept encompassing the emotional, social, physical, and mental health of students. Wellbeing supports positive engagement, resilience, and overall learning success.

Inclusive Practice: The teaching methods, school structures, attitudes, and behaviours that promote full participation and equitable learning experiences for all students.

4. POLICY DETAILS

Identification and Support Pathway

4.1 Admissions

Admissions In terms of school admissions, in line with the Dubai Inclusive Education Policy Framework (2017), supported by Dubai Law No.2 (2014) and The Executive Council Resolution No.2 (2017):

- a) No student will be refused access in terms of admissions due to their experience of disability.
- b) Registration of students of determination who are siblings of existing students will be prioritised.
- c) Those students of determination with severe and profound needs that cannot be met in a school will be supported in connecting with, and accessing, educational and therapeutic provisions in special educational centers or centers for students of determination

During admission appropriate assessments will be conducted to further understand what support will need to be put in place to reduce / remove the students’ barriers to learning. Additional information may also be sought from parents, previous schools and external professionals where appropriate.

4.2 The Unified National Classification of Disabilities and Barriers to Learning (as adopted by KHDA)

In line with the Knowledge and Human Development Authority (KHDA) Unified National Classification of Disabilities and Barriers to Learning, The Westmintser School recognises the students of determination needs across the following areas:

All students of determination (students with a formal diagnosis) and students identified with evidence-based indicators of a possible disability are classified with reference to the following:

- Every student of determination (student with a formal diagnosis) are classified under one of the 11 main categories
- Every identified student (student with evidence-based indicators of a disability) are categorised under one of the 10 main categories.

Note: Chronic health conditions (such as epilepsy, diabetes, asthma, cystic fibrosis, and cancer) are not included in this. These are recorded and managed separately through the school’s medical, health and wellbeing policies.

Main Diagnosed Category as per the UAE Unified classification system	Barrier identification as per the UAE Unified classification system
• Intellectual Disability • Communication Disorders • Autism Spectrum Disorders • Attention Deficit Hyperactivity Disorder (ADHD) • Psycho-emotional disorders • Specific Learning Difficulties • Visual Impairment • Hearing Impairment • Deaf-Blind Disability • Physical Disability • Multiple Disability	• Thinking and Learning Needs • Communication and Speech Needs • Social Communication and Interaction Needs • Attention Deficit Hyperactivity Disorder (ADHD) • Social, Emotional and Behavioural Needs • Learning Difficulties in Specific Skills • Visual Needs • Hearing Needs • Physical and Movement Needs • Multiple and Complex Needs

4.3 Identification, Assessment, and support procedures

The Westminster School follows a structured and collaborative process to recognise, assess, and respond to students' learning needs. This process ensures that targeted interventions are timely, appropriate, and effective in supporting each student's educational success.

Step 1: Initiation and Preliminary Exploration

- 1.1 Teaching staff or other relevant personnel may identify persistent behavioural, social-emotional, or learning-related challenges that significantly impact a student's engagement, wellbeing, or academic performance.
- 1.2 The identified concerns are communicated to the Head of Inclusion to review observed indicators of need, consider existing universal classroom accommodations, and explore the suitability of in-school assessments or monitoring strategies.

Step 2: In-School Evaluation

- 2.1 The Head of Inclusion, in collaboration with teachers, learning support staff, and relevant teams (including pastoral support and counselling services), conducts systematic observations and gathers evidence using established school frameworks and documentation tools. Where applicable, information from a student's previous school may be requested to support understanding of the student's learning profile, including Individual Education Plans (IEPs) and/or professional diagnostic reports.
- 2.2 Parents and teachers are engaged in structured discussions to share observations, review assessment findings, and determine appropriate next steps, including the implementation of targeted in-school interventions.

Step 3: Enhanced Support and Interim Review

- 3.1 Enhanced support strategies are implemented based on the outcomes of the in-school evaluation.
- 3.2 Interim review meetings are scheduled at regular intervals to evaluate the effectiveness of interventions and to determine whether further assessment, including external evaluation, may be required.

Step 4: Review and Recommendation

- 4.1 The school monitors the impact of interventions and conducts formal reviews to determine whether the student's needs can continue to be met through in-school support or whether an external assessment is recommended.

Step 5: Parental Engagement and Consent

- 5.1 Where an external educational psychology or specialist assessment is deemed necessary, the school engages parents in discussion regarding the purpose, benefits, and implications of the assessment, and obtains written parental consent.
- 5.2 The school provides written communication outlining the scope, purpose, and expected outcomes of the

assessment, ensuring parents are informed of the school's expectations for high-quality, actionable recommendations.

Step 6: Referral and Coordination

6.1 The school works collaboratively with parents to identify suitable external specialists aligned with the student's identified needs. Unless otherwise directed by the Knowledge and Human Development Authority (KHDA) or another relevant government authority, the final decision regarding the selection of the external assessment provider rests with the parents.

6.2 With parental consent, the school coordinates with the external professional to support the assessment process, including facilitating observations, collaboration, and the sharing of relevant documentation and data.

Step 7: Integration of External Assessment Outcomes

7.1 The Inclusion team and relevant staff review the external assessment report to develop a shared understanding of the student's needs and specialist recommendations.

7.2 The educational team collaboratively plans for the implementation of recommended strategies and adjustments.

7.3 Parents are actively involved in discussions to ensure understanding and to provide input into the proposed support strategies.

7.4 The student's Individual Education Plan (IEP) or support plan is updated to reflect the recommendations, accommodations, and interventions outlined in the assessment report.

7.5 Where required, the school provides professional development or guidance to staff to support effective implementation of recommended strategies.

Step 8: Ongoing Review and Adjustment

8.1 The effectiveness of interventions is continuously monitored through observation, data collection, and feedback from teachers and support staff.

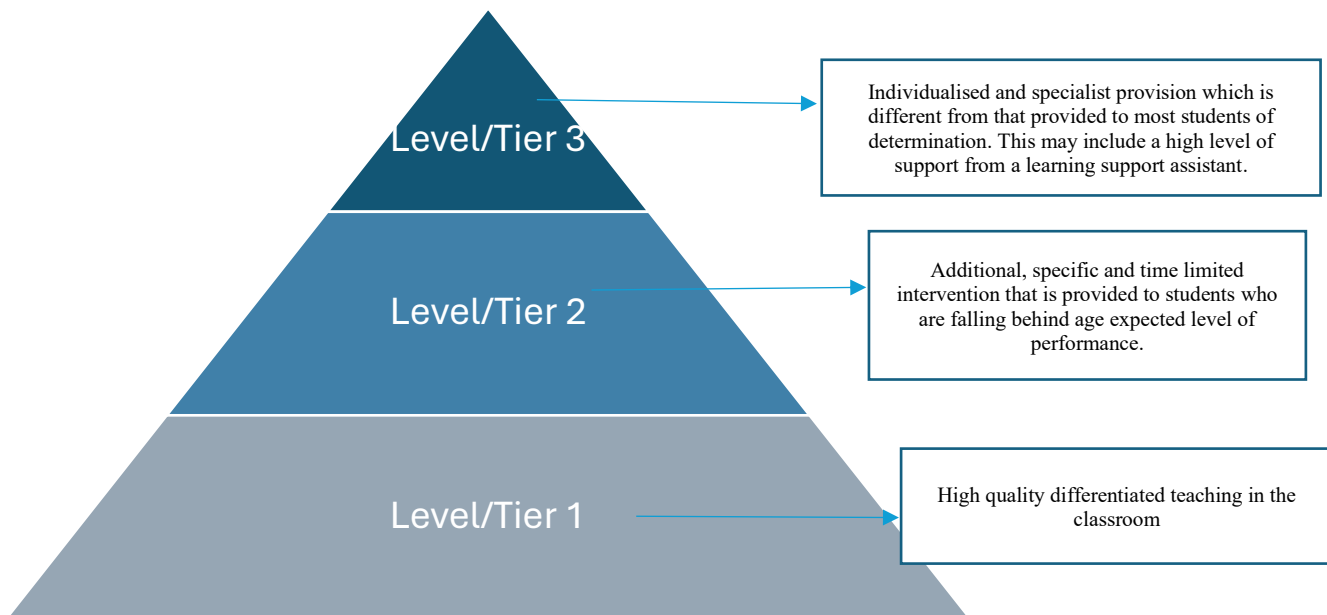
8.2 Educational plans are reviewed and adjusted regularly to reflect the student's progress, emerging needs, and ongoing evaluation outcomes.

8.3 All modifications to interventions and their observed impact are documented to inform ongoing assessment, accountability, and future planning.

4.4 Graduated approach

The graduated approach triangle is often used to identify the type and nature of the Level or Tier of support the student receives. There are 3 levels or tiers which are described in the diagram below.

SEND IDENTIFICATION



Graduated Approach Level 1 or Tier 1: General Service of Support

This level describes the support that is available to all students, including those with and without SEN. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching or Quality First Teaching. Support for students at level one is tailored to the needs of the individual student; this is seen as differentiated teaching and learning. This is provided by the class teacher, and some examples could be, the use of; reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support. Most students with SEN will have their needs met through additional support within the classroom environment provided by the class teacher. Students at level one may include those who require Exam Access Arrangement modifications.

Graduated Approach Level 2 or Tier 2: Targeted services of support

This level describes the support that is available in addition to the support at Level 1 or Tier 1 and goes beyond the usual differentiated curriculum. Students at this level require personalised support and/or curriculum modifications that are specific and time-limited; these can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support services. Some students accessing this level may require enhanced support through an Individual Education Plan.

Graduated Approach Level 3 or Tier 3: Individualised Services of Support

This level describes the support that is available in addition to the support at Level 2 or Tier 2 and involves individualised and specialised provisions. Students at this level require individualised and specialised provision, which is 'additional to' and 'different from' that provided to most other students. This may include full-time support by a learning support assistant and long-term programmes of support. It is expected that only a few students will require access to level 3 support services.

4.5 Education Psychology Reports

Educational psychology reports are among the most frequently requested external assessments by schools and parents. These assessments provide in-depth evaluations of a student's cognitive abilities, learning difficulties, and executive functioning, directly informing individualized education plans, accommodations, and intervention strategies. Educational psychology assessments are particularly valuable when students face persistent academic, behavioural, or social-emotional challenges that require specialist evaluation and intervention planning and is valid for three years from the date of assessment. By offering a comprehensive understanding of a student's learning profile, these reports help teachers, parents, and support staff implement targeted strategies that empower students to overcome barriers and reach their full potential. Educational psychology reports are typically requested for the following reasons:

Educational psychology reports may be requested for one or more of the following reasons:

- **Persistent learning difficulties**
Where a student continues to experience learning challenges despite the implementation of targeted in-school interventions, an external assessment may assist in identifying underlying learning difficulties that require specialised support.
- **Updated assessment of needs**
As students develop, their learning profiles and support needs may change. An updated assessment may be required to reflect developmental progress, emerging difficulties, or changes in functioning. Any request for an updated report must be supported by a clear rationale outlining specific concerns or observed changes. The age of a report alone does not constitute sufficient grounds for reassessment.
- **Unresolved social-emotional concerns**
Students who demonstrate ongoing difficulties with emotional regulation, anxiety, behaviour, or social interaction that significantly impact learning and engagement may benefit from an external assessment to inform comprehensive support planning.
- **Confirmation of diagnoses**
Formal diagnosis by a licensed specialist, such as an educational psychologist, may be required to provide clarity and ensure appropriate, evidence-based interventions. Where relevant, assessment reports should reference the National Unified Classification of Disabilities (People of Determination) framework in the United Arab Emirates to support consistent terminology and accurate classification.
- **Dual or multiple exceptionalities**
Students who demonstrate high ability in one or more areas alongside significant learning, behavioural, or social-emotional challenges may require specialist assessment to ensure a balanced understanding of both strengths and needs. Educational psychology reports support the development of interventions that address this complexity.
- **Long-term educational planning**
Educational psychology assessments contribute to long-term planning by supporting personalised learning pathways, facilitating transitions between school phases, and informing the establishment of future academic and developmental goals.
- **Examination access arrangements**
External assessments may be required to provide formal evidence for examination access arrangements, such as additional time, rest breaks, or the use of assistive technology. These accommodations support equitable assessment conditions and enable students to demonstrate their learning effectively.

4.6 Concessions offered during assessments and examinations

- Extra time for completing written assignments
- Use of a Computer and Calculator

- Exemption from studying additional languages
- Use of a reader
- Use of a Scribe

Other Accommodations and Modifications:

- Enlarged print and/or change in font/ bigger question paper/worksheet may be used for a student with visual/writing issues.
- The language in the Question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of copy writing

4.7 Sparkling GEMS and Inclusive Practice

Inclusive provision at TWS is underpinned by the Sparkling GEMS Inclusion Framework, ensuring:

- Adaptive teaching for all learners
- Assess-Plan-Do-Review cycles
- Evidence-informed strategies
- Consistent, high-quality practice across phases

4.8 Evaluating progress

Progress for students in FS will be evaluated on the IEP goals and teacher anecdotal records to assess effective transfer of learning. Students on Level 1 and Level 2 will be evaluated by tracking their progress on the Individual plans, assessing performance in internal/external assessments. Students on Level 3, and those accessing modified curriculum will be evaluated on the progress they make in their IEP goals.

4.9 Successful Weaning off

All students who have identified needs and intervention programmes are reviewed regularly. The graduated response is a fluid process, and students can move between levels as necessary. All students' progress is reviewed annually for their placement on the register, and when a student has achieved their targets, they can be removed from the register. The review is based on the following:

- Reflection and analysis by the inclusion team
- Assessment Data
- Teacher Feedback
- Classroom Observations
- IEP/IAP target reviews
- Parent Feedback
- Student Feedback

The Inclusion team will monitor the student and keep a record of the student for one term who has been weaned off support.

4.10 Safeguarding guidelines for Students of Determination

- Safeguarding the welfare of Students of Determination is everybody's responsibility and given that we know that these students are more vulnerable to abuse than other children, awareness amongst professionals about safeguarding them and what constitutes best practice, is essential.
- Training for all staff including the bus drivers and support staff to enable them to respond appropriately to signs and symptoms of abuse or neglect in children of SEN.

5. ROLES AND RESPONSIBILITIES

Inclusion Support Team

TWS uses a whole-school community approach led by an Inclusion Support Team. This team includes the Head of Inclusion, members of the Executive and Senior Leadership Team, Phase Leaders for SEN, Inclusion Champion, Inclusion Governor, Support Teachers, Counsellors, Learning Support Assistants, as well as students and parents.

Inclusion Support Team	KEY RESPONSIBILITIES
Principal & Assistant Principals	• Work with the Head of Inclusion and Inclusion Governor to determine the strategic development of the Inclusion Policy and provision within the school • Have overall responsibility for the provision and progress of Students of Determination and those with SEND
Inclusion Governor	• Holds the school leaders to account for the improvements of provision and outcomes for student of determination. • Familiar with the inclusion policy and practice. • Are advocates for the inclusion policy and practice.
Head of Inclusion	• Work with the Principal, Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school • Have day-to-day responsibility for the operation of this Inclusion Policy and the coordination of specific provision made to support individual students with SEND • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching • Advise on the graduated approach to providing SEND support • Be the point of contact for external agencies supporting students with SEND • Ensure the school keeps the records of all students with SEND up to date
Learning Support Teachers	• Developing and facilitating programs that will enhance awareness about the rights and needs of students of determination among the members of the school community. • Developing and monitoring of the implementation of the Pupil Profile/IEP/BSP for the students of determination. • Guiding and training the regular classroom teachers to improve their skills in providing effective and appropriate teaching strategies to meet students' individual needs. • Collaborating with the parents to ensure consistency of the teaching strategies and to strengthen the partnership between the school and home.
Form Tutors/Subject Specialists	• Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment.



	Students receive differentiated instruction according to ability. - Teachers have overall responsibility for the planning and delivery of lessons to their class. - Providing students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP). - Monitoring the attainment, learning, behaviour and well-being of students in their class. - Achieving positive and supportive relationships with and between students.
Learning Support Assistant	- Working in collaboration with classroom teachers so that SODs are successfully included in the classroom environment alongside their peers. - Working with teachers to monitor the progress of students - Conducting ongoing, informal assessment to determine response to intervention and identify gaps in learning. - Provide one-to-one or small-group support both inside and outside the classroom. - Assist teachers in adapting learning materials, resources, and activities to meet diverse learning needs. - Encourage positive peer interactions and support social integration. - Implement strategies, accommodations, and modifications as outlined in Individual Education Plans (IEPs), Behaviour Support Plans (BSPs) or other individual plans.
SEND Year Leaders	- Responsible for leadership and development at each of their specialised year levels. - Provide support and guidance to the specific year group of teachers to design personalised SMART Plans-Individual Education Plan (IEP), Individual Accommodation Plan (IAP), Pupil Profile. - Review with evidence of the progress made by the SEND students in their year groups. - Collaborate with inclusion team to create opportunities that ensure meaningful participation in the learning environment through support lessons. - Maintain records of students for documentation.
School Counsellor	- Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns. - Being the point of contact and supporting all students including new students as required. - Helping to devise ways of best supporting the students he/she works with. - Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.

	• Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes. • Undertaking individual or group work with students whose behaviour gives us cause for concern. • The School Counsellor advises other support staff on the running of groups aimed at developing students' social skills. • Taking a supporting role in working alongside external family support agencies.
Individual Learning support Assistant	• In some cases, students may require additional support of an Individual Learning Support Assistant (LSA) to ensure they can fully access the curriculum and engage in school life. • The requirement for an ILSA is determined through a collaborative process involving the Inclusion Team, parents, and external specialists (where applicable), with a focus on the best interests of the student.

6. COMPLAINE MECHANISM

TWS follows multiple procedures to monitor and enforce adherence to the school's Inclusion Policy, thereby collectively creating a culture of inclusion and fostering a supportive and equitable learning environment.

- The policy is clearly communicated to all stakeholders through written materials and online platforms.
- Annual CPD plan on inclusion is implemented to ensure understanding and implementation of the provisions.
- Monitoring mechanisms include regular reviews of SEND practices, procedures, provisions, curriculum, and student outcomes, alongside surveys for feedback.
- Clear reporting procedures enable students, staff, and parents to report concerns confidently.
- Continuous evaluation and updating policies ensure responsiveness to evolving needs and best practices.
- GEMS compliance visits are conducted to ensure alignment with organizational inclusion standards and to verify that inclusive practices are consistently implemented across the school.
- Sparkling Gems Excellence Fellows support the HOI in embedding inclusive practices by providing coaching, modelling best practice, and guiding staff in enhancing inclusive classroom strategies.

7. REVIEW AND MODIFICATION

The policy will be reviewed at least annually and during the academic year, as required, to monitor its effective implementation. It will be modified annually unless exceptional circumstances require an interim modification.

8. REFERENCE TO RELEVANT LAW AND STANDARDS

The following are the references to relevant laws and regulations:

- Federal Law No. 29 of 2006 Concerning the Rights of People with Special Needs: This law mandates equal rights and opportunities for individuals with disabilities, including access to education.
- KHDA (Knowledge and Human Development Authority) Regulations: KHDA regulates private schools in Dubai and sets standards for educational quality and inclusivity.
- Dubai Inclusive Education Policy Framework: Dubai has a comprehensive framework for inclusive education that guides schools in promoting diversity, equity, and inclusion. The School Inclusion policy has been developed in accordance with this framework, incorporating its principles and guidelines to create an inclusive learning environment for all students. Dubai's inclusive education policy framework (KHDA, 2017) recognizes a shift from a medical to a rights-based model of disability and emphasizes teachers' role in ensuring that all students receive a fair and equitable education (Badr, 2019; Gaad, 2019; UAE Government

Portal, 2020).

9. SUPPORTING DOCUMENTATION

All students receiving Level 1, Level 2 or Level 3 are registered on the KHDA Inclusive education portal. The below supporting documents provide essential guidance, procedures, and resources to support the work of the Inclusion department within the TWS community.

FORMS	PLANS/INTERVENTION RECORDS
- Referral Checklist- Sparkling Gems Quick checkers - Observation documents - Parent communication form - Parent consent form - Multi-disciplinary Team meeting form - Intervention Timetable	- Individual Education Plan (IEP) - Pupil Profile - Behaviour Support Plan (BSP) - Counseling Intervention Plan (CIP) - Individual Accommodation plan (IAP) - Intervention records - PI/PO reports - Progress trackers

10. DISSIMINATION AND TRAINING

To foster an atmosphere that will help the students of determination to achieve their maximum potential, the school strongly believes in the importance of building genuine partnership and strong collaboration with the members of the school community and the stakeholders.

- Internal communication within the school community ensures all departments work together to meet individual student needs, while the Inclusion Support Team ensures teachers are informed and supported in implementing accommodations.
- Regular whole school CPD sessions promote understanding and adherence to inclusive practices, with classroom observations providing feedback for effective teaching strategies.
- Externally, clear communication channels are maintained with parents, who play a role in developing individualized plans for their children. Parents receive guidance for external assessments and are offered training to better understand and support their children.
- Training and workshops for parents of Students of Determination are conducted on topics that will help them better understand their children and further guide them in overcoming their difficulties through coffee mornings.

11. EVALUATION AND FEEDBACK MECHANISM

- This policy is reviewed annually
- School leadership ensures consistent implementation and measurable impact.
- Regular feedback from relevant stakeholders helps to evaluate the relevance and continued effectiveness of the policy and make necessary adjustments.