



迪拜中国学校
CHINESE SCHOOL DUBAI

P.O.Box : 624355, Dubai, UAE Tel: 04-2202275
Address : 58C St. Mirdif, Dubai, United Arab Emirates

CSD Inclusion Policy

A. Introduction

‘At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community’. (Taken from Dubai Inclusive Education Policy Framework, 2017)

At Chinese School Dubai we provide an ambitious education that enables each student to make the most of his or her gifts. We value and respect all students equally and ensure all students have an equal opportunity to fully engage in the curriculum. At Chinese School Dubai we offer every student, including those who have special educational needs or are students of determination, a broad, balanced and ambitious education.

B. Aims and Objectives

Chinese School Dubai upholds the Dubai Inclusive Education Policy Framework (2017) and Executive Council Resolution No. (2) of 2017 by aiming to provide all students with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable the acquisition of skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated.
- Enabling students to become active, responsible and caring members of the school and wider international community.

All staff are dedicated to developing a differentiated and personalized curriculum that caters for the diverse needs of our students, including students of determination. Provision is made available to students throughout, or at any time, during their school career. We have a comprehensive Pastoral and Inclusion Team comprising of



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experienced and specialist staff.

The Inclusion Team aims to support the school as a whole and aims to meet the individual needs of every student by working closely with individual departments and teachers as well as liaising with parents and external professionals when required.

We support the principle of 'Inclusive' education. We also support the principles of Article 4 (20) of the Executive Council Resolution No.2 of 2017 and Dubai Inclusive Education Policy Framework (2017).

C. What is a Special Educational Need and Disability (SEND)?

The UAE Federal Law 29 (2006) defines 'a **person with special needs** as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs'.

The UAE School Inspection Framework defines a **Special Educational Need** 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 **Disability** is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.'

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing. The definition of "**day to day activities**" includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

Special educational needs and disabilities (SEND) are defined as '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.' (Dubai Inclusive Education Policy Framework, 2017)

Chinese School Dubai uses the following 12 categories of special educational needs, in



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line with KHDA guidelines in the document ‘Revised Categorization for Students of Determination 2019-2020’

- Cognition and Learning:
 1. Intellectual disability (including intellectual disability unspecified)
 2. Specific learning disorders
 3. Multiple disabilities
 4. Developmental delay (younger than five years of age)
- Communication and Interaction:
 5. Communication disorders
 6. Autism Spectrum disorders
- Social, Emotional and Mental Health:
 7. Attention deficit Hyperactivity disorder
 8. Psycho emotional disorders
- Physical, Sensory and Medical:
 9. Sensory Impairment
 10. Deaf blind disability
 11. Physical disability
 12. Chronic or acute medical conditions

D. Potentially vulnerable groups

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- Students of Determination (SEND)
- Students whose home language is not English (EAL)
- Students who are Gifted and Talented (G&T)
- Students with physical or sensory impairments
- Students who might be subject to abuse or harassment, for whatever reason

E. Admission to SEND

According to the Dubai Inclusive Education Policy Framework (2017) ‘matters concerning admissions, participation and equity refers to the fact that students who experience SEND have the same right as all other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in a quality learning experience alongside same aged peers’.



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At Chinese School Dubai we ensure that:

- Students are not refused admission based only on their experience of SEND.
- Students who experience SEND will be supported to participate in the process of learning as they develop their potential, and build relationship with their peers, through social interactions in appropriate learning environments.
- Students who experience SEND will be provide with appropriate levels of support, accommodations and curricular modifications, in order for them to access the same educational opportunities as their peers.

The Admissions Team will seek the advice of the Inclusion Team to carry out an assessment of educational need upon entry to the school. The Inclusion Team will use the information gained from the assessment on entry and identification procedures to determine the type and level of support appropriate for each student. The Inclusion Team and Admissions Team will liaise with parents if a new student is in receipt of an external agency/school report which indicates the presence of a special educational need.

F. Roles and Responsibility for the Policy

➤ Principal and Senior Leadership Teams

- Ensure that Chinese School Dubai and its personnel are fully compliant with the applicable laws and regulations.
- Ensure that all school personnel are aware of, and comply with, this policy.
- Work closely with the Inclusion Team.
- Ensure compliance with the legal requirements of the KHDA.
- Provide leadership and vision in respect of equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of the policy.
- Conduct an annual review of the success and development of this policy with the relevant stakeholders.
- Track the attainment and progress of all students with SEND.

➤ Inclusion Team

- Lead the development and implementation of this policy through the school.
- Work closely with the Principal, Senior Leadership Team, SEND Governor and all teachers on the implementation of the policy.



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- Provide guidance and support to all staff in relation to SEND
- Provide training for all staff on induction and regular training throughout the school year or when the need arises regarding SEND
- Ensure that all students participate as fully as is practically possible in all school activities.
- Create and promote a learning environment in which self-esteem and confidence can grow.
- Ensure that the views of the student (in light of their age and understanding) are obtained and taken into account where appropriate.
- Provide clarity and consistency of approach and procedures, where everyone is committed to accepting and supporting those students who have special educational needs and disabilities
- ensure all staff and parents are aware of the importance of identifying and providing for a student with special educational needs at an early stage.
- review and monitor the effectiveness of provision and modifications for supporting students with SEND across the school.
- manage the implementation of the KHDA School Inspection Framework guidelines as well as the Dubai Inclusive Education Policy Framework.

➤ Role of Teachers

- Comply with all aspects of this policy.
- Provide all students with appropriate provision to enable them to learn and apply appropriate teaching methods and arrangements required in order to enable every student to gain access to the curriculum.
- Provide opportunities for access to learning and progression for all students to meet their full potential, personal and educational, alongside their peers
- make a record of the students who are raising concerns and/or are working significantly below age related expectations on the relevant forms and escalate / discuss these concerns with their year leader, department leader as well as the leader of assessment and tracking.
- Observe students that they have concerns about (behavioral, cognitive, social, emotional, etc.) in a variety of settings (e.g., playground, group work, class activities) and gather evidence for their concerns.
- Try a variety of strategies, use their expertise and differentiate materials in order to encourage progress within the classroom. If no progress is made, then a referral must be made to the Inclusion team pursuant to the correct referral procedure.
- Read the student's personal files (available in Admissions) for information from



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the entry assessments, student's last school and background.

➤ **Role of School Nurses**

- The school nurse has a key role in promoting and supporting inclusive practice at the School.
- The nurse undertakes a variety of tasks which include:
 1. Keeping health records
 2. Informing Senior Leadership Team of medical conditions which impact on learning
 3. Promoting healthy lifestyles
 4. Ensuring the Health and Safety of all students under the care.

G. Curriculum Modification

Rather than having a one-size-fits-all approach, where a teacher simply imparts knowledge, Chinese School Dubai is dedicated to differentiated teaching, which focuses on addressing the individual needs of all of our students.

It is the responsibility of the teacher to modify the curriculum in order to support all students, including those who may have a special educational need or disability. The teachers observe and understand the needs that are presented, responding quickly with appropriate support and/or curriculum modification. This can include differentiation of activities or learning outcomes, adult support or intervention. Teachers at Chinese School Dubai understand that every student is unique as is their learning style.

H. Parent Support

We value the input and support of parents and aim to work in partnership with parents at all stages of intervention. They are kept fully informed about any results from testing and actions taken as a consequence. Once support is established, there is frequent and regular contact between the Head of inclusion and parents.

I. Student Voice

Students at Chinese School Dubai are actively encouraged to express their views and opinions on all aspects of school life. In enabling and equipping our students with SEND to take ownership and responsibility of their learning, student voice plays a very active and important role to enable us to understand and address their needs.



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J. Learning Support Assistants

The school has dedicated Learning Support Assistants who support students of determination and work alongside the Inclusion team. Students of determination require the addition of high levels of therapeutic or specialist provision, including one to one support from a Learning Support Assistant (LSA) funding and contractual service agreement will ensure that:

- Additional fees to parents represent the actual cost of the services.
- There is a clear rationale for additional services including educational objectives and impact measures.
- Regular review and evaluation of the quality of delivery and impact upon student outcomes, including progress towards intended learning outcomes.

‘The school will ensure that the cost to families for required services, based on a student’s disability, will be reasonable and reflect good value for money indicated by efficiency of delivery and impact upon student outcomes’ as stated by the Dubai Inclusive Education Policy Framework (2017).

A one-to-one Learning Support Assistant (LSA) will only be used when a student has a physical disability, intimate care needs or a need that is greater than they can independently manage in order to access the curriculum areas and everyday school routines successfully. This will be discussed and agreed by all stakeholders involved, including parents, the Inclusion Team and key members of the Senior Leadership Team.

K. Exam Access Arrangements

These are arrangements put in place to ensure all students have equal access to examinations. Students should not be disadvantaged by any special educational needs or disabilities.

Access arrangements encompass a wide range of provisions which include:

- Being allowed to sit examinations in a smaller or separate room
- Supervised rest breaks
- Extra time (25% or 50%)
- A reader or e-reader pen
- A practical assistant



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- Modified papers

L. Gifted and Talented

According to the UAE Inspection Framework,

The term giftedness refers to ‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Using a range of teacher assessments as well as internal and external data, teachers will identify students who are gifted and talented in the following areas:

- Intellectual ability
- Subject specific aptitude
- Social maturity and leadership
- mechanical/technical/technological ingenuity
- visual and performing arts
- psychomotor ability

These students will be added to our Gifted and Talented Register from which teachers can plan challenge and enrichment of students learning in order to achieve according to their potential. Provision for Gifted and Talented is monitored by the Student Enrichment Leaders and the Inclusion Team.

Please refer to the Gifted and Talented Policy for further guidance.