

INCLUSION POLICY 26-27

**International School of Creative Science
Nad al Sheba**



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Aligned with the KHDA Dubai Inclusive Education Policy Framework (2017), Implementing Inclusive Education: A Guide for Schools (2019), the Directives and Guidelines for Inclusive Education (2020) and UAE Federal Law No. (29) of 2006 concerning the Rights of People of Determination.

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SECTION 1 Statement of Intent

At the International School of Creative Science (ISCS), every child belongs. We believe passionately in the power of inclusion for all our children and staff, and this conviction sits at the heart of our practice and our Islamic ethos. We are unwavering in our commitment to being a fully inclusive school — holding high expectations and ambitions for every child, and expecting every child to participate fully in school life, with wellbeing and progress at the centre of all we do.

This policy describes how ISCS provides for children with Special and Additional Educational Needs, and how we meet the needs of individual students who may experience barriers including Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), Giftedness and Talent (G&T), and other barriers that could prevent a child from succeeding. It embeds the vision of KHDA's Dubai Inclusive Education Policy Framework (2017) and Implementing Inclusive Education: A Guide for Schools (2019) into the integrated faith ethos of our school.

Every member of staff shares collective ownership and responsibility for removing barriers to learning and participation for all students, regardless of age, gender, ethnicity, additional need, attainment or background. No child is refused admission to ISCS on the basis of a SEND diagnosis.

SECTION 2 Legal and Regulatory Framework

This policy is written with regard to the following legislation and statutory guidance:

- UAE Federal Law No. (29) of 2006 concerning the Rights of People with Special Needs (and its amendments)
- Dubai Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- KHDA Dubai Inclusive Education Policy Framework (2017)
- KHDA Implementing Inclusive Education: A Guide for Schools (2019)
- KHDA Directives and Guidelines for Inclusive Education (2020)
- KHDA School Home Provision Guidance (2020)
- KHDA Advocating for Inclusive Education: A Guide for Parents (2021)
- Executive Council Resolution No. (2) of 2017 regulating private schools in the Emirate of Dubai
- The SEND Code of Practice (2014, updated May 2015), used to inform our identification framework

This policy operates alongside, and should be read in conjunction with, ISCS's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Admissions Policy, EAL Policy, Exceptionally Able, Gifted and Talented Policy, and Intimate Care Policy.

SECTION 3 Definitions

Students of Determination / SEND

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child does not have a learning difficulty or disability solely because the language of instruction is different from the language spoken at home.

Disability

A person with a disability is someone with a long-term physical, mental, intellectual or sensory impairment which, in interaction with attitudinal and environmental barriers, may hinder their full and effective participation in education and society on an equal basis with others.

English as an Additional Language (EAL)

A learner who has been exposed to a language other than English during early childhood and continues to be exposed to this language at home or in the community.

Gifted and Talented (G&T) / Exceptionally Able

Students who demonstrate, or have the potential to demonstrate, exceptional natural ability or performance in one or more domains of human ability — intellectual, creative, social or physical — significantly ahead of their peer group.

Vulnerable Groups

ISCS also recognises other groups of students for whom this policy is particularly important, including but not limited to: students who may be subject to abuse or harassment; young carers; students whose families are in crisis or under significant stress; students at risk of significant harm; students with poor attendance or punctuality; students at risk of disaffection or exclusion; and students with a temporary high-level need.

SECTION 4 Aims and Objectives

ISCS aims to provide all students with the opportunity to achieve their best academically, emotionally and socially. In order to achieve this, we will:

- Provide high quality, differentiated learning that enables the acquisition of skills, knowledge and concepts relevant to every child's future
- Ensure every member of staff shares responsibility and ownership for removing barriers to learning and achievement, regardless of age, gender, ethnicity, additional need, attainment or background
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Monitor the achievement and wellbeing of all students and the quality of the learning opportunities offered to them
- Track each student's academic, social and emotional progress, recording this on the Inclusion Register, Click Up and Provision Map
- Correctly identify and overcome barriers to learning or full participation in school life
- Ensure vulnerable students, including those with identified SEND, are appropriately supported
- Work in partnership with parents/carers and external professionals for the good of every student
- Ensure access to appropriately qualified and experienced staff, with the training they need to secure the best outcomes for every student

SECTION 5 Roles and Responsibilities

The Governing Body / Inclusion Governor

Ensures ISCS provides leadership and management practices that promote personalised educational outcomes for all students, and supports the Senior Leadership Team (SLT) to deliver the vision, mission and strategic priorities for inclusion.

The Principal and Senior Leadership Team

Hold overall responsibility for making the school truly inclusive, promoting inclusion through all policies, systems and practices, and monitoring the effectiveness of this policy.

The Head of Inclusion

A member of the SLT and the school's designated Inclusion Champion. The Head of Inclusion leads and coordinates provision and support for students with SEND, G&T students, and students receiving pastoral or counselling

support; develops and oversees the Inclusion Policy and strategy; and liaises with parents, teachers and external professionals.

SEND Teachers and the Inclusion Action Team

Increase the capacity of classroom teachers to be fully inclusive through identification of need, development of Individual Education Plans (IEPs), modelling of inclusive teaching strategies, and coordination of the Inclusion Action Team, which meets regularly to review provision and progress.

Class Teachers and Subject Specialists

Responsible for the inclusive classroom environment and for differentiated instruction for every student in their class. Teachers evidence differentiation in planning, record additional provision in the student's IEP or Pupil Passport, and keep parents informed of any additional or different provision made for their child.

Learning Support Assistants (LSAs)

Work with individuals or groups of students, under the direction of the class teacher and Inclusion Action Team, to support learning and wellbeing during lessons, break and lunchtimes.

Parents and Carers

Are welcomed as equal partners in their child's education, contributing to the development and review of IEPs and provision, and sharing relevant information to support their child's inclusion.

SECTION 6 Admissions and Equal Access

All potential students are welcomed at ISCS regardless of a SEND diagnosis. No student is refused admission on the basis of their SEND diagnosis. Priority admission is provided for a Student of Determination who has a sibling already on roll at the school.

Where a student's needs are identified during the entry-assessment process, the Head of Inclusion will attend the assessment, review supporting reports, and work with the family to agree the most appropriate placement and provision. On the rare occasion that a student of determination is not offered enrolment or re-enrolment, the KHDA non-admission notification procedure is followed in full.

SECTION 7 Identification and Graduated Response

ISCS uses a graduated response to identify and remove barriers to learning across five broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs; and medical conditions or health-related disabilities.

Universal

All students benefit from high-quality, differentiated teaching and on-going, timely assessment that informs any further provision required.

Targeted (Level 1–2)

Some students benefit from small-group intervention, a Level 1 or Level 2 Individual Education Plan (IEP), and closer monitoring by the Head of Inclusion in consultation with the class teacher and parents.

Specialist (Level 3)

Students with more complex or persistent needs receive a detailed IEP and Pupil Passport, may be supported by a Learning Support Assistant for part or all of the school day, and may access external agency or Bridge Learning Centre support. Where adequate progress is still not made, all parties consider contributing evidence to support a request for statutory assessment.

All students on the Inclusion Register are recorded, monitored and reviewed regularly, with parents and, where appropriate, the student themselves involved in target-setting and review.

SECTION 8 Curriculum Access and Differentiation

School leaders and teachers ensure that the curriculum, in its narrow and broadest sense, is personalised to match the needs of every student who attends ISCS. This includes differentiated planning within the English National Curriculum, appropriate cross-curricular links, and inclusive access to Extra-Curricular Activities, break and lunchtime activities, and educational visits.

SECTION 9 Partnership with Parents and Students

ISCS actively seeks the voices of students, families and staff in shaping inclusive practice. Parents are kept informed of any additional or different provision made for their child, and are invited to contribute to IEPs, Pupil Passports and annual reviews. Students are supported to develop their own voice and self-advocacy, appropriate to their age and stage of development.

SECTION 10 Transition

ISCS plans carefully for transitions — into the school, between year groups and key stages, and on to further education or destinations beyond ISCS — ensuring that relevant information, strategies and support are shared in good time with receiving staff, students and families.

SECTION 11 Training and Development

Training and development opportunities are available to all members of the Inclusion Action Team and wider staff body, linked to teacher licensing processes, teacher standards and appraisal. This includes in-house training, partnership coordinator meetings, and access to specialist external training where required.

SECTION 12 Monitoring, Evaluation and Review

The Inclusion Action Team meets regularly to review the effectiveness of provision and to agree points of action. Impact is monitored through the Inclusion Register, Provision Map, pupil progress data, and parent, student and staff voice. This policy, and the success of ISCS's inclusive provision, will be reviewed annually by the Senior Leadership Team and the Head of Inclusion.

SECTION 13. Related Policies

This policy should be read alongside the following ISCS policies:

- EAL Policy
- Exceptionally Able, Gifted and Talented Policy
- Intimate Care Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Admissions Policy
- Behaviour and Relationships Policy
- Medical Conditions and Administration of Medication Policy

Approved by: _____

Date: _____

Next Review: September 2027



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