

INCLUSION POLICY

Contents

1.1	SEN - Special Educational Needs.....	2
1.2	Inclusion	3
1.3	Purpose and Aim of the Policy	3
2.1	Identification of students with special educational needs, and those who are gifted and/or talented	3
3.1	Assessment, Provision & Monitoring.....	6
3.2	The designated roles:	6

1.1 SEN - Special Educational Needs

The term special education describes the programs and services designed for people of determination (people with special needs) in order to ensure that all students can reach their full potential. Major categories under the SEN Umbrella are :

Students of Determination – Students of Determination who require additional support in order to make the best progress.

ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See separate policy.

Gifted and Talented- Those demonstrating exceptional ability and/or attainment or talent.

The government of the UAE recognizes the need to support students with special needs. In November 2006, the UAE signed the optional Protocol to the United Nations (UN) Convention on the Rights of Persons with Disabilities and Federal Law 29/2006 guarantees rights for people with special needs.

A student is a Student of Determination if he or she has difficulties that need additional educational provision to be made for them to develop holistically, access learning, and attain their full potential. By difficulties, it means the student will have much greater difficulty in learning than the majority of students of the same age.

According to the UAE Ministry of Education, the recognized categories of Disabilities/ Special Educational Needs which act as a barrier in cognition, learning, communicating, social skills, physical movements, sensory needs are as follows :

*** Intellectual Disability**

- Learning Difficulties (mild / moderate / severe)

*** Specific Learning Disability**

- Dyslexia / Dyspraxia / Dyscalculia / Dysgraphia

*** Multiple Disabilities**

*** Developmental Delay**

*** Communication Disorders**

- Expressive Language / Receptive Language /
Global Language Delay / Speech fluency Disorder / Speech Sounds Disorder / Social Communication
Disorder

*** Autism Spectrum Disorders**

- (Moderate / Severe)

*** Attention Deficit Activity Disorder**

- ADHD – inattentive / ADHD – hyperactive / ADHD – combined

*** Psycho-emotional disorders**

- Depression / Bipolar Disorder / Oppositional Defiance Disorder / Obsessive Compulsive Disorder /
Post-Traumatic Stress Disorder

*** Sensory Impairment**

- Visual Impairment / Hearing Impairment

*** Deaf-blind disability**

*** Physical disability**

- Muscular Dystrophy / Cerebral Palsy / Spina Bifida

* Chronic or acute medical conditions.

1.2 Inclusion

Inclusion is a desire to eradicate discrimination, intolerance, and all the hurdles and barriers among people with respect to their race, gender, disability, medical, or any other need such as physical or mental disability. Inclusion is not just an approach of treating everyone like same, but it is about creating a platform for everyone to have the liberty and freedom of choice to live and make use of themselves in a purposeful way in their desired field of education as well as job interest. Inclusion, when it is broken down further to the field of education, the main focus is upon the desire of the parents to see their children meet their necessary requirements just like every other child in a mainstream school.

The UAE is determined to become an inclusive, barrier-free, rights-based society that promotes, protects, and ensures the success of all groups of students. The impact of inclusion should be seen through the learning experiences of all children within UAE schools. The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks based on the UAE Disability Act (29)

1.3 Purpose and Aim of the Policy

At KHAS we believe in establishing and providing world-class educational provisions for students of all abilities for holistic emotional, spiritual, social, and intellectual development.

The purpose of this policy is to help to ensure that we recognize and support the needs of all students at KHAS. Our SEN policy details how we will do our best to ensure that the necessary provision is made for any student who has special educational needs, and those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that staff in the school are able to identify and provide for those students who have special educational needs.

KHAS aims to:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid and effective identification of all students requiring additional provision as early as possible on entry to KHAS.
- To ensure that students take as full a part as possible in all KHAS activities
- To ensure that parents/carers of students are kept fully informed of their child's progress and attainment

All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We recognize that parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them.

2.1 Identification of students with special educational needs, and those who are gifted and/or talented

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 Department on entry or at any point during their education at KHAS.

Prior Knowledge/upon enrollment:

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.

- KHAS provides an all-inclusive ethos from the initial entrance process. The registration department plays a key role in informing the SOD Department.
- Parent/Carers are asked to disclose any special educational need that has been previously identified.
- The SOD Department will obtain the formal diagnostic report and evaluate the requirements and options for that student; after internally assessing and meeting with the student and parent an intake agreement will be signed between KHAS and the parents.

Once enrolled:

- All members of staff that are in contact with the student will be informed and the SOD Teacher will observe the student and conduct additional internal assessments.
- The student is placed on the central SOD system/register that is shared with all staff, this is updated regularly and monitored by the SOD Teacher.
- Teachers are trained in how to identify students with SOD and are guided by regularly conducting follow-up meetings. Along with it, the SOD Team offers related workshops.
- All teachers are provided with gifted and talented teacher checklists that are used to identify if the student possesses the characteristics contained therein.
- KHAS ensures that inclusive teaching strategies are implemented when the gifted and talented student has been identified through differentiation, grouping, and enrichment classes.
- Once enrolled, a base line assessment is made internally to understand the current functional level of the child.
- Based on the formal and informal assessment reports, an Individualized Educational Plan (IEP) is designed for the child to guide him to reach his/her potential with a holistic approach.
- If any additional support (speech therapy / Occupational therapy) is needed, the essential recommendations are put forward to the parents.

No prior Knowledge:

- All students undergo benchmark/standardized grade/age level testing which will identify the KHAS curriculum. Students working significantly below age-related norms may be referred to the SOD Team.
- Regular testing and analysis of work samples will assess progress. Students struggling to make the expected progress may be referred to the SOD Team; if the class or specialist teachers are concerned that this is related to a specific or general need.
- A student may be referred by teachers or parents if specific observations/concerns are raised that SOD Team may be able to address.
- The teacher (or any staff noticing any area of concern) will observe and document any evidence and refer the student to the SOD Team using the referral form.
- Parents may also identify a concern and alert the SOD teacher through the referral form via Concerned homeroom teachers.

- The SOD team will then observe the student, conduct parent and teacher interviews, conduct internal assessments and liaise with external agencies.
- Parents are then encouraged to obtain a formal evaluation from a recognized center.
- We have established a partnership with various external psychological Centre's including:
 - Awladuna center.
 - Sharjah Center for Learning Difficulties.
 - Early-Intervention.
 - Dr- Tariq AbdulMaqsud.
 - Al Qudrat Center / Dr-Mariam.
 - Al Amal center/ Dr- Ahmed Alzeer.
 - Alkuwaiti Hospital- Sharjah. the psychologist.

These Centre's collaboratively work with us in the identification process and produce a diagnostic psychological report, as well as external specialist advice/services in school. Once the formal report is attained, the child is enrolled under the SOD department and therefore an IEP will be provided.

2.2 Support for students with special educational needs, and those who are gifted and/or talented

- KHAS is inclusive and provides a suitable learning environment for students of determination.
- Students that have been identified as SOD will be listed under the SOD-Register and will be eligible to receive the specialized services.
- An Individual Education Plan (IEP) will be developed by the SOD team in coordination with the teachers/supervisors/head of departments and parents. This is strength-based and addresses the areas in need of improvement, including SMART goals, accommodations, modifications, differentiated instruction, and pull-out sessions for that particular student.
- An additional Behavior Intervention Plan may be put into place that will be created by the SOD teacher/Social Worker as an addendum to the IEP.
- Specialist support staff are also involved for students that have specialized needs including low achievers and high achievers, in coordination with supervisors and the SOD team, they will assist teachers in developing a Learning Support Plan (LSP). Accordingly, push-in or pull-out sessions will take place to work on the individualized needs of that student.
- All pertinent members including teachers/supervisors/HOD will assess the progress of the IEP and review the goals termly (sooner if necessary).
- The school is in the process of developing ECA enrichment programs specifically targeting students that have been identified as Gifted &Talented in order to meet their additional needs
- The Learning Resource Centre has been properly fitted with specially ordered resources to accommodate the needs of students with special needs.
- A sensory room has been allocated to address the various sensory needs of students, which currently holds some specialized equipment. We are in the process of having the sensory room properly equipped and operational.

*** The identification and assessment of the special educational needs of students whose first language is not English require particular care. Where there is uncertainty about an individual student, the SOD team will look carefully at all aspects of a child's performance in different subjects to establish whether

the problems they have in the classroom are due to limitations in their command of the English language that is used or arise from special educational needs. ***

3.1 Assessment, Provision & Monitoring

Provision for children with special educational needs is a matter for the school. In addition to the governing body, the school Principal, the SENCO team and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.*

- Continuous assessment based on IEP is put in practice to track the progress of the child.
- Apart from SOD team support, differentiated/modified lesson plans are made by the classroom teachers to accommodate and include SOD children.
- The overall effectiveness of the Inclusion provision will be monitored and reviewed by members of the SOD team. There will be an annual review of this policy by the SOD teacher, Principal, Classroom teacher and the parents.

3.2 The designated roles:

The SOD team responsibilities include:

- Overseeing the day-to-day operation of the school's SOD policy
- Coordinating provision for students with special educational needs
- Liaising with and advising teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Support teachers to ensure that the identified learning needs and objectives for students as specified in IEP's are met

The Role of the Class Teacher:

All teachers have a responsibility to monitor and assess the progress of each individual student they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the Referral Process.

Last Review	September 2025	Prepared by:	SEN Dept.
Next Review	August 2026	Approved by:	Principal