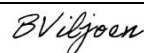
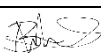


Inclusion (Determination) Policy

2025 – 2026

Document review box and latest revision - WS 004 - Inclusion (Determination) Policy				
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1. The JBS Vision, Mission and Core Values

Vision:

Our vision is to be a school of good character, excellence and outstanding performance.

Mission:

Our mission is:

- To ignite passion, purpose, and curiosity in our students.
- To promote wellbeing within our community.
- To provide an IB education with high expectations that is innovative, internationally minded, and inclusive.

Core values: The 4 R's

- Responsibility
- Respect
- Resourcefulness
- Resilience

2. What is Inclusion?

The Dubai Inclusive Education Policy Framework (2017, p. 10) describes Inclusion as:

“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”.¹

“Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm which underpins school culture and is reflected in attitudinal, organisational and pedagogical discussion and decisions”.²

Within JBS, the above two statements resonate with all our core values as well as the core values of Taaleem wherein the organization strives to be pioneering, professional, nurturing and spirited. The school also follows the International Baccalaureate (IB) Curriculum which actively supports the principles of Inclusive Education³ and provides its own guidelines for teachers to support learning diversity in the classroom⁴. This is also in line with the Council of International Schools Code of Ethics⁵.

JBS wholeheartedly believes that successful and quality Inclusion provides all our students with the best chance for personal success while considering their wellbeing. The teaching and supporting of students of determination is a whole school responsibility and requires effective communication, and collaboration between all parties to ensure success.

When Inclusion works it:

¹ Inclusive Education Policy Framework (2017, p.10)

² Inclusive Education Policy Framework (2017, p. 38)

³ [Learning Diversity and Inclusion in IB Programmes \(2016\) \(P.5\)](#)

⁴ [Meeting student learning diversity in the classroom \(2013\)](#)

⁵ [Council of International Schools Code of Ethics](#)

- a) should result in every student feeling safe, confident and happy at school.
- b) should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.
- c) promotes the students' beliefs in themselves as a learner and valued member of our school community.
- d) is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

3. Legislation and Guidance within the UAE

For the purpose of this policy all information will be based on statutory requirements and guidelines discussed in the following documents:

- a) [United Nations Convention on the Rights of Persons with Disabilities \(UNCPRD\)](#)
- b) [Federal Law No. \(29\) of 2006](#) – The first law in the UAE to protect the rights of people of determination. The law provides for equal care, rights and opportunities for people of determination in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.
- c) [Dubai Law No. \(2\) of 2014](#) – Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- d) [The Dubai Inclusive Education Policy Framework \(2017\)](#) – which aims to provide information about the procedures and standards necessary for the improvement of inclusive education provision.
- e) [Implementing Inclusive Education: A Guide for Schools – Creating the capacity for change](#)
- f) [Executive Council Resolution No. \(2\) of 2017 – Regulating Private schools in the Emirate of Dubai.](#)

With specific reference to:

- [Article 4 \(14\)](#) – The KHDA will have the duties and powers to establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in private schools.
- [Article 13 \(16\)](#) – A private school must treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.
- [Article 13 \(17\)](#) – A private school must admit students with disabilities in accordance with the terms of its educational permit, the rules adopted by the KHDA, and the relevant legislation in force.
- [Article 13 \(19\)](#), A private school must provide all supplies required for conducting the educational activity, including devices, equipment, furniture and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.
- [Article 23 \(4\)](#). A private school must have and implement a clear and transparent student affairs policy that is approved by the KHDA. This policy must provide a special needs friendly environment and academic programmes appropriate for students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

4. Aims and Implementation

JBS aims to provide all students with the opportunity to achieve their best academically, emotionally and socially through:

- a) Providing high quality learning that is tailored to the individual student to enable the acquisition of skills, knowledge and concepts relevant to their future.
- b) Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated.
- c) Enabling students to become active, responsible, independent and caring members of the school

and wider international community.

- d) Promoting wellbeing and a healthy lifestyle.

All leaders and teachers work towards these aims by:

- a) Promoting high quality differentiated learning opportunities by planning lessons that enable students to achieve their highest potential.
- b) Providing high quality curriculum design that meets the individualised learning needs of each student.
- c) Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning.
- d) Promoting an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences.
- e) Fostering respect and support in a caring environment.

5. Meeting Diverse Needs

At JBS we recognise that to achieve our aims we must actively seek to recognise and meet the very diverse needs of our students by:

- a) Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- b) Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- c) Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- d) Developing and deploying our resources to best reflect the various levels of need experienced by students.
- e) Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- f) Sharing any concerns we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student.
- g) Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- h) Ensuring that schools have access to appropriately qualified and experienced staff.
- i) Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

6. Potentially vulnerable groups

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

- a) Students of Determination (Students with Special Educational Needs, also known as SEND) ⁶
- b) Students whose home language is not English – English as a Learning Language (ELL) ⁷
- c) Students who are on a Continuum of Ability ⁸
- d) Students who might be subject to abuse or harassment, for whatever reason or may be at risk for significant harm⁹

⁶ See JBS SEND Policy

⁷ See JBS EAL Policy

⁸ See JBS Gifted and Talented Policy

⁹ See JBS Child Protection Policy

- e) Students whose family are in crisis or under great stress ¹⁰
- f) Students with poor attendance and/or punctuality
- g) Students who are at risk of disaffection and exclusion from school
- h) Students who have a temporary high-level need

7. Promoting and Supporting Inclusion¹¹

7.1 Parents / Carers

At JBS we believe that the support of the parent is crucial for Inclusion to be successful and tailored to the individual needs of the student. Parents are responsible for:

- a) Disclosing any formally identified barriers to learning that may have been previously identified in order to assist the school to put appropriate support in place. An application also needs to be accompanied by previous academic reports, provision plans, individual education plans, or any other documents that may be relevant.
- b) Communicating with the class / specialist teacher and reporting concerns relating to Inclusion to the Assistant Head of School: Inclusion and Wellbeing.
- c) Take an active part in the development of their child's Independent Education Plan.
- d) Implementing strategies within the home that have been shared by the school to ensure consistency.

7.2 JBS School Governing Board

The School Governing Board plays a critical role in prioritizing the provision of systematic support for the development of an inclusive school and system of education. They are responsible for:

- a) A commitment to inclusion evident in the representation and engagement of key stakeholders such as parents and students.
- b) Supporting the Senior Leadership Team (SLT) to deliver the vision, mission, strategic priorities and values of JBS and Taaleem and are also responsible for monitoring the performance of students and staff across school in accordance with agreed policies, procedures and school action plans.
- c) The appointment of a Governor for Inclusive Education.

7.3 Governor for Inclusive Education

The appointed Governor for Inclusive Education is responsible for ensuring that JBS provides outstanding school leadership and management, practices that promote achievement of personalised educational outcomes for all students. The Governor for inclusive education supports the governing board to:

- a) Set strategic direction through a clearly stated inclusive vision and ethos.
- b) Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan.
- c) Allocate financial investment to ensure that targeted plans are sufficiently resourced.
- d) Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

7.4 The Principal

The principal in partnership with the inclusion support team will:

¹⁰ See JBS Counselling Policy

¹¹ See role descriptions in: [Implementing Inclusive Education: A Guide for Schools – Creating the capacity for change](#)

- a) Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- b) Conduct school-wide reviews of current practice to highlight best practice and identify areas for targeted improvement.
- c) Support the development and implementation of a comprehensive and strategic inclusive education improvement plan.
- d) Ensure that all staff receive the support they require, enabling and ensuring that inclusive approaches to teaching and learning are embedded in their practice.
- e) Provide an annual programme of continued professional development for all staff at all levels across the school.
- f) Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

7.5 Senior Leadership Team (SLT)

The SLT aim to promote inclusion in JBS through all policies, systems and practices. As one of the core values it is important that Inclusion is a top priority for all.

7.6 Inclusion Team

The Inclusion Team assist the Principal in achieving a vision of inclusive education in practice. This team includes school staff with specific roles in promoting, developing, and assisting in the implementation of inclusive education. For JBS this includes the Governor for Inclusion, Head of Inclusion and Wellbeing, Inclusion Leads, support teachers (both ELL and SEND), the school counsellor, the career counsellor, the school nurse, the facilities manager and learning support assistants.

7.7 Assistant Head of School: Inclusion and Wellbeing / Inclusion Champion

At JBS the roles are combined. As such the Head of Inclusion and Wellbeing / Inclusion Champion plays a key role (in partnership with other senior leaders and the Principal) in monitoring, advising, evaluating and planning for the development of inclusive practice and provision across the school. Specific responsibilities include:

- a) Alongside the Principal and members of the Inclusive Education Action Team, uphold and review the Strategic Inclusive Education Improvement Plan.
- b) Reviewing the implementation and effectiveness of evidence-based programmes of intervention for individual and small groups of students.
- c) To support and monitor (including performance management) the work of the Inclusion Team and ensure that they are appropriately placed (through provision mapping).
- d) Working alongside teachers to observe, assess and identify special educational needs.
- e) Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing.
- f) Providing advice and guidance to both teachers and parents
- g) Promoting high expectations of student learning and achievement
- h) Supporting the development of relevant and meaningful learning activities
- i) Facilitating collaborative meetings to promote the development of individual education plans.
- j) Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- k) Maintaining the register in consultation with other staff
- l) To organise professional development opportunities for staff.

7.8 Head of Specialist Inclusion Provision

- a) To coordinate, manage, quality assure and advocate for the Inspire / Aspire specialist provision (inclusive of the relationship with TDCC) at JBS through developing an inclusive learning environment, and the provision of targeted support for teachers, learning support assistants, parents and students.
- b) Working with and supporting the Assistant Head of School: Inclusion and Wellbeing, the Inclusive Education Action Team, as well as external providers relating to Inclusion.

7.9 Support Teacher

Specific responsibilities of the Support Teacher¹² include:

- a) Working collaboratively with parents.
- b) Developing and involving all stakeholders in the creating of the Independent Educational Plan.
- c) Working with and supporting the Head of Inclusion and Wellbeing, the Inclusive Education Action Team as well as external providers relating to Inclusion.
- d) Supporting teachers in observing, assessing and identifying special educational needs in the school.
- e) Supporting teachers in ensuring student progress through forming positive and professional partnerships and then to engage them in personalised professional development programmes around particular areas of development.
- f) Implementing evidence-based programmes of intervention for individual and small groups of students.
- g) Helping to maintain the respective SEND and ELL support registers.
- h) Working with external providers relating to Inclusion.

¹² See [The Dubai Inclusive Education Policy Framework \(2017\)](#) and [Implementing Inclusive Education: A Guide for Schools – Creating the capacity for change](#)

7.10 Class Teachers / Subject Specialists

Classroom teachers and Subject Specialists are responsible for the learning, progress and outcomes of all the students in their classroom and should work collaboratively with parents, support teachers, learning support assistants and specialists. Their main roles include:

- a) Assessing, evaluating, and reporting on students' progress
- b) Providing a safe, welcoming, and motivating environment for learning
- c) Working closely and in parallel with other professionals
- d) Planning whole class, group, and individual instructions and delivering them
- e) Incorporating any needed modifications and accommodations to maximise their students' achievement.
- f) Taking part in the development of the Independent Educational Plan and its progress review
- g) Implementing goals set in the Independent Educational Plan
- h) Managing information about students and communicating this information to parents and other relevant personnel
- i) Supervising and coordinating work with the LSAs.
- j) Promoting student interactions with their peers

7.11 Learning Support Assistant

Learning Support Assistants (LSAs) work in collaboration with classroom teachers so that students are successfully included in the classroom environment alongside their peers. It is important to note that ultimately the classroom teacher is responsible and accountable for the impact and outcomes of the students' educational programme. LSAs also work in close collaboration with the Support Teachers, making the bridge between the students and the classroom environment.

LSAs at JBS are used differently across separate phases of the school (depending on classroom and student need) and can be divided into school funded LSA or parent funded individual LSA (or Individual Learning Support Assistant - ILSA). Their specific responsibilities will differ according to the individual context of each LSA (whether 1:1, in class push-in support or small group pull-out support), but will broadly include:

- a) Providing individual or small group support to specific students
- b) Promoting independence in all aspects of school life
- c) Promoting access to targeted support outside of the classroom
- d) Working on differentiated activities with groups of students
- e) Liaising with the Head of Specialist Provision who is responsible for their deployment and review.
- f) Developing social/emotional skills
- g) Working with teachers to monitor the progress of students.
- h) Supporting intervention or therapy sessions.

7.12 School Counsellor and Career Counsellor

Both Counsellors have a key role in promoting and supporting inclusive practice at JBS, some of which include:

- a) Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
- b) Being the point of contact and supporting all students including new students as required.

- c) Helping to devise ways of best supporting the students he/she works with.
- d) Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
- e) Working alongside staff and students to promote positive relationships for all students throughout the school day, including where necessary break and lunchtimes.
- f) Undertaking individual or group work with students whose behaviour gives cause for concern.
- g) Supporting students with their transition plans. This could be with regards to university as well as within school in terms of support when choosing subjects or academic paths.
- h) Taking a supporting role in working alongside external family support agencies.

For more in-depth information on the roles of both the School Counsellor and Career Counsellor at JBS please see the [JBS Counselling Policy](#).

7.13 School Nurses

The school nurse has a key role in promoting and supporting inclusive practice at the school. Briefly some of the tasks relevant to inclusion include:

- a) Keeping health records
- b) Informing SLT of medical conditions which impact on learning.
- c) Promoting healthy lifestyles
- d) Ensuring students are sun safe.
- e) Ensuring the Health and Safety of all students under the care.

8. Personalising the Curriculum

In some cases, the curriculum itself may pose a barrier to students achieving to their full potential. When this is the case:

- a) School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the students who attend the school and where required alternative frameworks such as the BSquared and ASDAN programme are utilised to support students' needs.
- b) School Leaders ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ECAs.
- c) All members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

9. 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 to JBS 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 centres or centres for students of determination.

During admission appropriate observations 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. For more information on this area please see the [JBS Admissions Policy](#).

10. The School Inclusion Register

The School Support Register is an important record of students and their current levels of support within the school. It provides teachers and the Inclusion Team with up-to-date information that informs them of the context of classes and the support that students require. It is important that:

- a) Students who are identified by the school as struggling with barriers relating to SEND, ELL and/or Continuum of Ability are entered on to the schools' support register and dashboards. Parents must be notified, and the register must at all times be up to date.
- b) The register will be formally reviewed three times a year (at the time of student target setting) during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.
- c) The register will also be amended in addition to the above as needed.

11. Parental Engagement

JBS firmly believes in developing a strong partnership with parents and that it is only through such a partnership that students with barriers to Inclusion will be provided with holistic support in order to be fully assisted in achieving to their full potential. Parents possess unique information regarding their children that can assist in identification as well as during the continued provision of support. Thus, at JBS we strive to:

- a) Ensure parents / carers feel welcome in the school with the knowledge that they and their children are supported. This is enhanced through the school's "open door" policy, offering informal chats when necessary and formal discussion by appointment.
- b) Have full and open consultation with parents / carers with their concerns being recorded and acted upon
- c) Ensure that parents are always fully aware of the support their child is receiving.

12. Working Partnerships with External Agencies

JBS recognizes the important contribution that external support services make in assisting to identify, assess, and provide recommendations and support for students. Thus, the Assistant Head of School: Inclusion and Wellbeing will keep an updated list of suitable external agencies for student referral in order to improve the provision of quality care and support to both students and parents. A referral will always be in the best interest of the child and collaboration between the school and external agencies in-school is essential. Whenever considered necessary and appropriate students requiring support may be referred to:

- a) Educational psychological services
- b) Speech therapists
- c) Physiotherapists
- d) Occupational therapists
- e) Hearing impairment services
- f) Visual impairment services
- g) School clinic
- h) Other groups or organizations relating to support.

13. Staff Development and Training

JBS makes use of local staff training and whenever possible supports staff to attend local courses and conferences. The Inclusion team also provide additional training to all staff and parents.

14. Students Transferring to Another School

Should a student wish to transfer to another school, the school (in collaboration with the Head of Inclusion and Wellbeing) is responsible to pass school records on to the next placement and engage in verbal liaisons to ensure that a student's transfer is successful. Any external agency reports require the express permission of the parents/carer before being shared. This is critical to ensure that the student with barriers to their learning (whether a student of determination, or one with specific needs relating to ELL or Continuum of Ability) receive continuity in terms of their support to continue to enable them to achieve and progress to their full potential.

15. Premises / School Grounds

JBS strives to be as inclusive as possible. Collaboration between the Facilities Manager and Assistant Head of School: Inclusion and Wellbeing ensures that a plan is in place to continue to develop the school facilities based on standards set out in the Dubai Universal Design Code.

16. Complaints

Complaints regarding the provision of Inclusive practices will be taken seriously and every effort will be made to resolve the complaint within the school. The Head of Inclusion and Wellbeing will discuss any complaint with those involved and inform the School Leadership Team where appropriate. Parents/carers must be kept informed regarding the complaint procedure.

17. Monitoring and Review

The Principal and Head of Inclusion and Wellbeing will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.