



The Apple International Community School

Inclusion/SEND/SOD Policy **2026-2027**

POLICY INFORMATION

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Approved By	Principal - Ms. Pretty Khosla



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CELEBRATING DIFFERENCES

1. Vision

To create, nurture and sustain an inclusive culture where differences drive innovative solutions to meet the needs of our stakeholders.

2. Mission

To develop a culture of innovation, inclusion, and creativity that supports students of diverse needs on a lifelong learning journey – built on understanding, compassion for others, and the courage to act on their beliefs to become active members of society.

3. Philosophy

At Apple International Community School (AICS), we offer a range of support services to guide all our students through any challenges they may face, helping them achieve a happy and successful school experience – academically, and in their mental and physical wellbeing.

4. Purpose

To ensure every student works to their potential and is nurtured to thrive and be successful.

5. Aims

- Support and enhance the learning experience of every learner in the school and provide a safe, caring and stimulating learning environment where no child is left behind.
- Enable all students to become active, responsible and caring members of the school and wider community.

- Eliminate barriers to learning through high-quality education and personal care.
- Ensure AICS is a disability-friendly, accessible campus.
- Sensitise stakeholders to the issues around all special educational needs.
- Comply with Federal Law No. (29) of 2006 Concerning the Rights of People of Determination, as amended by Federal Law No. (14) of 2009, and with Dubai Law No. (3) of 2022 Concerning the Rights of Persons with Disabilities in the Emirate of Dubai and its Implementing Bylaw, in full alignment with the KHDA Dubai Inclusive Education Policy Framework.

6. Objectives

- Identify the barriers to learning and make appropriate provisions to support students' identified learning needs.
- Facilitate access to the curriculum through differentiated planning by class teachers, the Inclusion department, and support staff as appropriate.
- Provide a bespoke curriculum, matched to individual needs, for students who have severe cognitive delay, and seek external curriculum alternatives where necessary.
- Design and implement a modified curriculum for students with learning challenges to improve accessibility to the curriculum.
- Involve and work in close partnership with teachers and parents in the identification and review of goals set in individualised plans.
- Enable students to become independent learners, equipped with age- and ability-appropriate skills in literacy, numeracy, social independence, resilience and confidence.

- Develop strong partnerships between all stakeholders so that students' learning, emotional needs and wellbeing are supported.
- Ensure student voice in planning and decision-making that affects them.
- Maintain an open-door policy in support of students, staff and parents.
- Consult with external agencies, where appropriate, to support the needs and provisions for students of determination.

7. Legislative and Regulatory Framework

This policy has been reviewed and updated to ensure it remains fully aligned with the legislative and regulatory framework governing inclusive education in the United Arab Emirates and the Emirate of Dubai, including:

- **Federal Law No. (29) of 2006** Concerning the Rights of People of Determination, as amended by Federal Law No. (14) of 2009;
- **The UAE's ratification of the UN Convention on the Rights of Persons with Disabilities (UNCRPD)**, which underpins the national commitment to inclusive education;
- **Dubai Law No. (3) of 2022** Concerning the Rights of Persons with Disabilities in the Emirate of Dubai and its Implementing Bylaw (Executive Council Resolution No. (1) of 2022) – which supersede the previously referenced Law No. (2) of 2014;
- **Federal Law No. (3) of 2016** Concerning Child Rights (“Wadeema's Law”), applied in conjunction with the school's Safeguarding and Child Protection Policy;
- **The KHDA Dubai Inclusive Education Policy Framework (2017);**
- **Implementing Inclusive Education: A Guide for Schools, KHDA (2019);**
- **The Revised Categorisation Framework for Students of**

Determination (2019–2020), issued by the Dubai Schools Inspection Bureau/KHDA; and

- **KHDA Inclusive Education Directives and the Dubai Schools Inspection Bureau's inspection performance standard for Students of Determination.**

This policy will continue to be reviewed to reflect any further updates issued by the Ministry of Education, KHDA, and other relevant UAE regulatory authorities.

8. Definition – Students of Determination

Students of Determination are students who experience long-term physical, sensory, intellectual, developmental, learning, or mental health–related conditions which, in interaction with environmental, attitudinal, or systemic barriers, may restrict their full and effective participation in education on an equal basis with peers of the same age.

In line with the KHDA Revised Categorisation Framework for Students of Determination, the school recognises and supports both students with a formal diagnosis, classified under the nationally approved disability categories, and students identified by the school through evidence-based indicators and learning barriers. This approach ensures early identification, equitable access, timely intervention, and inclusive educational provision in accordance with UAE legislation and KHDA requirements.

Formally Diagnosed Students

- The student may be referred for a formal psycho-educational assessment to confirm or clarify the nature of their difficulties.
- Curriculum concessions, as required, will be requested afterwards. However, learning support and in-class modifications will not be dependent on this.

- Parental consent is required for all support arrangements.

Identified Students (Without a Diagnosis)

- Students showing learning, behavioural, or developmental needs may be identified by the school through informal assessments and observations. These students will be placed under the relevant KHDA SOD Level (1, 2, or 3) and will receive targeted support and classroom accommodations.
- A formal diagnosis may be recommended if needed.
- Parental consent is mandatory for identification and support.



KHDA Categorisation

9. Overview of Responsibilities

Principal and Senior Leadership Team (SLT)

The Principal, along with the Vice Principals and the SLT, is responsible for the implementation and monitoring of Learning Support provisions. The school's four phase leaders support the class teachers and the Head of Inclusion in delivering effective, focused intervention within their phases.

Inclusion Team

The support team includes the Head of Inclusion, Special Educators, and the Learning School Counsellor. The team is responsible for the day-to-day implementation of learning support provisions:

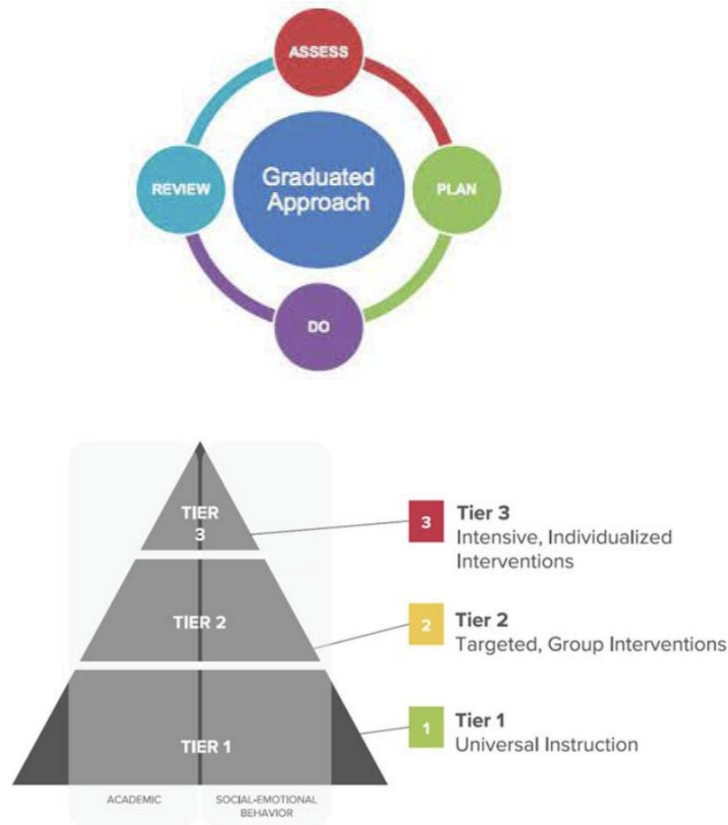
- Conduct assessments to identify students' learning needs and share findings with parents and teachers.

- Ensure timely and appropriate intervention strategies, in class and outside.
- Plan, develop and evaluate learning support programmes to meet identified learning, behavioral and socio-emotional needs.
- Share strategies with staff and parents to support implementation of learning goals.
- Reinforce the inclusive ethos within the school through awareness and sensitization campaigns.
- Liaise with outside agencies whenever required.
- Contribute to the continuous professional development (CPD) of staff.
- Coordinate with the Inclusion Council to cultivate diversity and inclusion, transforming the environment so individuals are valued for their talents and empowered to reach their full potential.

Additional Support Provided By

- Teachers – in their respective subjects, through enhancement classes.
- Student mentors – as designated by the SLT or the Inclusion Team.
- Parent volunteers – working under the guidance of the Inclusion Team.
- Learning Support Assistants – for identified students, either full-time or offering partial support during designated periods only.
- External specialists – students may receive additional support (Speech/Occupational Therapy, etc.) outside school, or from visiting therapists identified by the school.

10. Graduated Approach – Identification & Support Pathways



Step 1: Identification (Referred by Teacher / Supervisor / Parent)

Students who experience low-level barriers to learning benefit sufficiently from differentiated teaching and general support within the classroom. This may include students identified through:

- Scoring less than 85 in CAT4, or scoring repeatedly low in other performance test reports.
- SNAP Assessment – an online screening tool.
- WRAT Assessment.
- Identification of new students during admission.

The school follows the social model, meaning admission is not contingent on a medical or formal psychological diagnosis. All students, including

those with special needs, are admitted where the school can support their special educational needs.

- All new students admitted into Years 4–12 undertake the CAT4 assessment at the time of admission. The Inclusion Team meets with the student/parents if the child scores less than 85 in a minimum of two batteries, to carry out any informal assessment so that an effective home plan/programme and classroom support strategy may be prepared before the student begins formal schooling.
- The same process applies to students seeking admission into FS–Year 3.
- Information from the previous school, if any, is sought where the Special Educator needs clarity on matters related to the student's learning (e.g. IEP documents and/or professional diagnosis reports).

Referral

- Teacher informs the Head of Section/Section Head and the Inclusion Team.
- Classroom observation is conducted – strategies may be suggested, or further investigation recommended.
- Informal assessment is conducted with parental consent.
- Self-referral by students.

Step 2: Documentation

For students achieving below age-related expectations within the curriculum because of an identified difficulty, condition, or disorder, the school will:

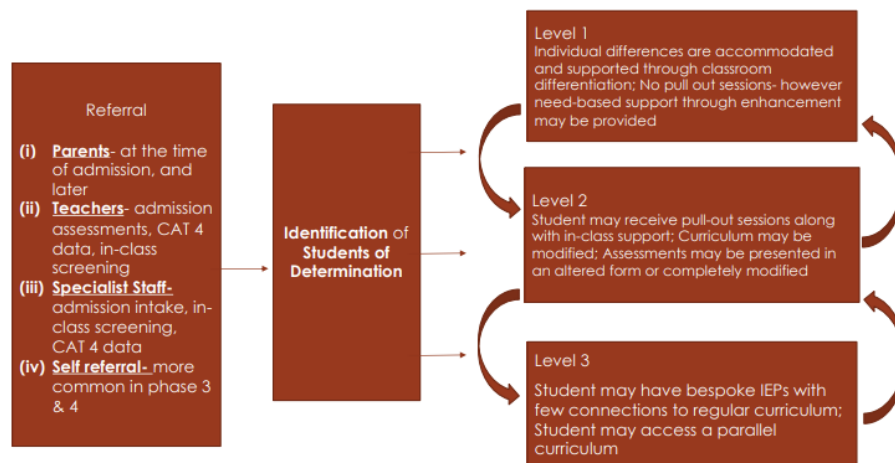
- Plan the support programme (Individualized Education Plan/Behaviour Modification Individualized Plan) for the student, with teacher and parent input.

- Share the plan with the teacher, parent and SLT.
- Design a Behaviour Intervention Plan as required, in line with the school's Behaviour Policy.

Step 3: Support

Students who experience the most significant barriers to learning are provided with:

- Push-in and pull-out sessions with the Special Educators.
- Teacher/class orientation by the team.
- Buddy support in class, if required.
- Learning Support Assistants, who may support the child full-time or part-time in class, only when recommended by the Special Educator/Counsellor.
- Peer mentoring – senior students supporting students with learning challenges within the class curriculum.
- Enhancement classes – the teacher reviews concepts with the student one-on-one or in a small group.
- Parent volunteers or student volunteers (mostly ex-students of the school) supporting the child in the regular class.
- Academic concessions/modifications granted by the school and the examination council.
- Scaffolding for independent learning.
- Modifying the curriculum and assessments, only where needed.



Curriculum Modification

- All students with learning challenges will be actively supported in their learning. They will be encouraged to access the regular curriculum with a scaffolded approach where required, and offered alternate curriculum pathways when needed.
- A modified curriculum may be offered to students who need a scaffolded approach to learning and to meeting classroom goals. Modifications are arranged in a tiered system with effective tapering-down, ensuring the student learns and progresses alongside peers while being prepared to meet assessment requirements.
- Alternative curriculum pathways are offered to students with severe cognitive deficits so that they may continue learning within the common learning environment.
- Concessions in assessments follow the provisions granted by the relevant examination council for IGCSE and AS/A Level board examinations. Additional internal allowances may apply to ensure the student's active participation in the learning process.

Concessions Offered During Board Examinations

Formally diagnosed students with Special Educational Needs may be granted the following concessions by the relevant examination council:

- **Extra time:** An additional 15 minutes per hour (25% additional time)

during written assessments and examinations. Additional time may also be given to complete homework, assignments and projects.

- **Use of a computer and calculator:** Students with severe physical or writing difficulty may use a computer to complete written work and submit typed work in lieu of handwriting. Students with numeracy challenges may use a calculator.
- **Exemption from studying additional languages:** Students with learning challenges, from Year 4 upwards, may be exempted from learning a Second Language, and – on a case-by-case basis, as granted by the Ministry of Education – from Arabic or Mathematics.
- **Use of a reader:** Students with reading difficulty may have the assessment/question paper read aloud to them; questions may only be read, not explained.
- **Use of an amanuensis (scribe):** Students with motor or writing difficulty may use a scribe during examinations. The scribe must be a student from a lower grade (e.g. a Year 9 student's scribe should be from Year 7 or 8), and both should have the opportunity to practise together beforehand.

Other Accommodations

- Enlarged print and/or a change in font, or a bigger question paper/worksheet, may be used for students with visual or writing difficulties.
- Language in the question paper/worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalised at every instance – content is prioritised over presentation and neatness.
- The quantum of written work may be reduced for a student with writing difficulty, or handouts may be provided in lieu of copying.

Step 4: Evaluating Progress

- Progress for students in Foundation Stage (FS) is evaluated against IEP/BMIP goals and teacher anecdotal records to assess effective transfer of learning.
- Students on Level 1 and Level 2 are evaluated by tracking progress on the skill-based tracker, and through performance in formative and summative classroom assignments conducted during and at the end of each term.
- Students on Level 3, and those accessing alternate curriculum pathways, are evaluated on the progress they make against their IEP goals.

11. Graduated Weaning-Off Support

All students with 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 placement on the register, and when a student has achieved their targets, they may 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/BMIP target reviews
- Parent feedback
- Student feedback

The Inclusion Team will monitor the student and keep a record for one term following their being weaned off support.

12. Safeguarding Guidelines for Students of Determination

- Safeguarding the welfare of Students of Determination is everybody's responsibility. As these students are more vulnerable to abuse than their peers, awareness among professionals of safeguarding practice and what constitutes best practice is essential.
- In line with Federal Law No. (3) of 2016 Concerning Child Rights (“Wadeema's Law”) and the school's Child Protection and Safeguarding Policy, all staff – including bus drivers and support staff – receive training to enable them to respond appropriately to signs and symptoms of abuse or neglect in students of determination.

13. Communication

Comprehensive communication is carried out with parents in both formal and informal ways, through:

- Newsletters
- Calendared meetings with the Inclusion Team
- Coffee mornings/evenings
- Parent-Teacher Conferences
- Meetings by appointment
- Social media posts

14. Review

This policy will be reviewed annually, or sooner should there be changes to UAE Federal legislation, Dubai Law No. (3) of 2022, or KHDA/Ministry of Education directives, to ensure ongoing alignment with UAE and Dubai regulatory requirements.