

INCLUSION POLICY

Policy Statement

The school is committed to providing an inclusive, equitable, and supportive learning environment where all students are valued and respected. Inclusion ensures equal access to high-quality education for all learners.

This policy reflects the commitment to equity, diversity, and student well-being. It aligns with UAE Federal Law No. 29 of 2006, Dubai Inclusive Education Policy Framework (2017), and KHDA /MOE guidelines.

Scope

This policy applies to all students, including Students of Determination (SoD), students with Special Educational Needs and Disabilities (SEND), gifted and talented students, and all stakeholders.

Definition of Inclusion

Inclusion refers to the process of identifying and removing barriers to learning and participation, ensuring that all students can access education within a common learning environment alongside their peers.

Principles of Inclusion

- Equity and access for all learners
- Respect and dignity
- Participation in all activities
- High expectations
- Collaboration with stakeholders
- Student-centered learning

Objectives

- Ensure early identification and support
- Provide equitable learning opportunities
- Promote holistic development
- Build confidence and independence
- Support gifted learners
- Foster inclusive culture

Inclusive School Culture

The school is committed to creating a positive and inclusive environment by:

- Promoting awareness and understanding of diversity
- Eliminating discrimination based on ability, gender, nationality, religion, or background
- Encouraging empathy, respect, and acceptance among students
- Supporting student well-being and mental health
- Providing equal opportunities for participation in all school activities

Curriculum and Learning

The school ensures that:

- The curriculum is inclusive, flexible, and accessible to all learners
- Teaching strategies accommodate different learning styles and abilities
- Learning experiences are meaningful, engaging, and appropriately challenging
- Students are supported to achieve their individual learning goals
- Gifted and talented students are provided with opportunities for enrichment and extension

Inclusive Teaching and Assessment

The school is committed to:

- Adapting teaching methods to meet diverse learning needs
- Providing appropriate accommodations to support student learning
- Ensuring fair and accessible assessment practices
- Monitoring student progress to support continuous improvement
- Recognizing and valuing individual achievements

Roles and Responsibilities

All stakeholders share responsibility for inclusion:

- **School Leadership:** Ensures implementation of inclusive practices and compliance with regulations
- **Teachers:** Deliver inclusive teaching and support diverse learning needs
- **Inclusion Team:** Provides expertise, guidance, and support for inclusive education
- **Parents:** Partner with the school to support student development
- **Students:** Respect diversity and contribute to an inclusive environment

Partnership with Parents

The school values strong partnerships with parents and the wider community. It ensures:

- Open and transparent communication
- Active parental involvement in student learning
- Collaboration with external professionals where required
- Awareness and support for inclusive education practices.

Monitoring and Review

This policy will be reviewed annually or as required to ensure alignment with KHDA/ MOE regulations and evolving best practices in inclusive education.

*For detailed operational guidance, please refer to the Inclusion Procedure added below, which outlines the school-specific inclusion processes followed at Woodlem Park School, Al Qusais, Dubai.

Inclusion Procedure

(This procedure applies specifically to Woodlem Park School, Al Qusais, Dubai)

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INCLUSION VISION

At Woodlem Park School, Al Qusais, Dubai, we believe that inclusion means every learner belongs, participates and thrives. In partnership with our entire school community—students, families, staff and leaders—we commit to an educational environment where differences are valued, every voice is heard and every learner is empowered to succeed. Rooted in the CBSE curriculum and strengthened by our bespoke functional-curriculum pathways, we deliver personalised learning that honours diverse strengths, adapts to individual needs and fosters full engagement. Our dedicated multi-disciplinary team works alongside students, families and staff to remove barriers to learning, promote wellbeing and build resilience so that each child becomes an active, confident contributor to our school community and beyond. Through empathy, collaboration and high aspiration, we cultivate a culture where potential is unlocked, aspirations are high and inclusion is lived every day.

1. Purpose of the Procedure

The purpose of this procedure is to outline the school-level processes followed at Woodlem Park School, Al Qusais, Dubai, for identifying, supporting, monitoring, and reviewing students who experience barriers to learning and participation.

This includes:

- Students of Determination

- Students with Special Educational Needs and Disabilities
- Students with identified or emerging learning needs
- Students with social, emotional, behavioural, communication, language, physical, sensory, or medical-related barriers
- Gifted and talented students
- Students requiring additional academic, access, assessment, or well-being-related support

This procedure supports the school's Inclusion Policy by explaining how inclusive provision is implemented in practice.

2. Regulatory and Policy Alignment

This procedure is guided by the following:

- UAE Federal Law No. 29 of 2006
- Dubai Inclusive Education Policy Framework 2017
- Directives and Guidelines for Inclusive Education
- Revised Categorisation Framework for Students of Determination
- Implementing Inclusive Education: A Guide for Schools
- KHDA guidelines and inspection expectations
- Dubai Law No. 2 of 2014 regulating private schools
- CBSE guidelines and provisions, where applicable
- School policies related to safeguarding, assessment, curriculum, behaviour, admissions, wellbeing, and health and safety

The school will apply this procedure in a way that supports inclusive education while also considering student safety, regulatory requirements, curriculum expectations, available evidence, reasonable adjustments, and the school's ability to plan appropriate support.

3. Glossary

Term	Meaning
ASSET	Assessment of Scholastic Skills through Educational Testing
ALP	Advanced Learning Plan / Additional Learning Plan, as applicable
BIP / BMIP	Behaviour Intervention Plan / Behaviour Management and Intervention
CAT4	Cognitive Abilities Test, 4th Edition
CBSE	Central Board of Secondary Education
DHA	Dubai Health Authority
DSIB	Dubai Schools Inspection Bureau
Educational Psychologist	Qualified professional who conducts psycho-educational assessment
G&T	Gifted and Talented
IEP	Individualised Education Plan
ILP	Individual Learning Plan
ILSA	Individual Learning Support Assistant
IST	Inclusion Support Team
KHDA	Knowledge and Human Development Authority
LSA	Learning Support Assistant
LST	Learning Support Teacher
MOH	Ministry of Health
NCERT	National Council of Educational Research and Training
PSEM	Personal, Social, Emotional, and Moral development
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
SoD	Student of Determination
WRAT5	Wide Range Achievement Test, 5th Edition

4. Key Definitions

4.1 Inclusion

Inclusion is the process of identifying and removing barriers to learning, participation, wellbeing, access, and achievement so that students can learn in a common learning environment alongside their peers, with appropriate support and reasonable adjustments.

4.2 Special Educational Needs and Disabilities

A student may have Special Educational Needs and Disabilities when an identified or emerging impairment, difficulty, delay, disability, or barrier requires the school to provide specific support, accommodations, modifications, or interventions to ensure equitable access to education.

4.3 Student of Determination

A Student of Determination is a student with a long-term physical, mental, intellectual, sensory, developmental, communication, behavioural, or other need which, in interaction with barriers, may affect full and effective participation in education on an equal basis with peers.

4.4 Gifted and Talented Student

A gifted and talented student is a student who demonstrates significantly high ability, potential, achievement, creativity, leadership, or performance in one or more academic or co-curricular areas and may require enrichment, extension, challenge, or advanced learning opportunities.

4.5 School-Based Identification

School-based identification refers to the process of gathering evidence through teacher observation, classroom performance, internal assessments, benchmark data, parent input, student work samples, progress reviews, and inclusion screening.

School-based identification is **not the same as a clinical or formal diagnosis**.

4.6 Formal Diagnosis

Formal diagnosis must be provided only by appropriately qualified and licensed external professionals such as educational psychologists, clinical psychologists, medical specialists, speech and language therapists, occupational therapists, or other recognised professionals, depending on the nature of concern.

The school does not diagnose students.

5. Scope of Inclusion Support

This procedure applies to all students who require additional support, including students with:

- Learning difficulties
- Specific learning difficulties
- Attention and concentration difficulties
- Communication and interaction needs
- Speech and language needs
- Social, emotional, and behavioural needs
- Physical, sensory, or medical needs
- Developmental delays
- Autism spectrum-related needs
- Intellectual or adaptive functioning needs
- Fine motor or writing difficulties
- Literacy, numeracy, or comprehension difficulties
- Gifted and talented profiles
- Temporary barriers to learning due to emotional, medical, family, transition, or wellbeing-related circumstances

Support may be provided through class-based strategies, differentiated teaching, targeted intervention, IEPs, ILPs, BIPs, ALPs, counselling support, access arrangements, classroom accommodations, or referral to external professionals.

6. Principles of Inclusion Practice

The school's inclusion practice is guided by the following principles:

- Students are supported within a common learning environment wherever reasonably possible.
- Support is based on evidence, student need, professional judgement, and regular review.
- Inclusion is a shared responsibility of leadership, teachers, inclusion staff, parents, students, and external professionals.
- Students are supported to build independence, confidence, participation, and self-advocacy.
- Reasonable accommodations are provided where required, while maintaining curriculum integrity, safety, and regulatory compliance.
- Parents are treated as partners in support planning.
- Confidentiality is maintained while ensuring that relevant staff receive the necessary information to support the student.
- Safeguarding and student well-being remain central to all inclusion decisions.

7. Inclusion Support Structure

The Inclusion Support Team at Woodlem Park School includes the following positions:

- Governor for Inclusion
- Inclusion Champion
- Head of Inclusion / Vice Principal responsible for Inclusion
- SENCO
- Learning Support Teachers / Special Needs Teachers
- Learning Support Assistants
- Individual Learning Support Assistants
- Counsellors / Wellbeing Team
- Student Ambassadors for Inclusion and Wellbeing, where applicable
- Class Teachers and Subject Teachers
- Phase Heads / Heads of Section
- Senior Leadership Team

The school may update the internal structure based on staffing, regulatory expectations, school needs, and operational requirements.

8. Roles and Responsibilities

8.1 Governor for Inclusion

The Governor for Inclusion is responsible for:

- Supporting the school's inclusive education vision
- Ensuring inclusion remains part of strategic planning
- Holding leadership accountable for inclusive provision
- Supporting review of inclusion systems and outcomes

8.2 Inclusion Champion

The Inclusion Champion is responsible for:

- Promoting inclusive practice across the school
- Supporting awareness of inclusion among stakeholders
- Identifying areas for improvement
- Supporting appointment or allocation of key personnel for student support
- Ensuring that inclusion remains part of school improvement planning

8.3 Head of Inclusion / Vice Principal Responsible for Inclusion

The Head of Inclusion / Vice Principal responsible for Inclusion is responsible for:

- Leading the implementation of inclusion systems
- Overseeing admission review for students requiring additional support
- Supporting student identification and support planning
- Monitoring quality of intervention and provision
- Coordinating with SENCO, LSTs, counsellors, teachers, parents, and senior leaders
- Supporting KHDA and CBSE-related documentation where applicable
- Ensuring that inclusion provision is evidence-based and reviewed regularly
- Escalating significant concerns to Senior Leadership and Principal

8.4 SENCO

The SENCO is responsible for:

- Coordinating support for students with SEND or additional needs
- Supporting identification, observation, and referral processes
- Supervising IEPs, ILPs, BIPs, and support plans
- Coordinating with teachers, parents, specialists, and external agencies
- Maintaining appropriate inclusion records
- Supporting access arrangements where applicable
- Monitoring student progress and reviewing provision
- Advising teachers on classroom accommodations and intervention strategies

8.5 Counsellor / Wellbeing Team

The Counsellor / Wellbeing Team is responsible for:

- Supporting students with emotional, social, behavioural, adjustment, or wellbeing-related needs
- Providing counselling support where appropriate and with required consent
- Maintaining confidential counselling records
- Liaising with teachers, SENCO, parents, and leadership where needed
- Supporting behaviour, self-regulation, social skills, and emotional wellbeing plans
- Referring safeguarding concerns immediately through the school's safeguarding procedures

8.6 Learning Support Teacher / Special Needs Teacher

The Learning Support Teacher is responsible for:

- Observing and supporting students with identified or emerging needs
- Providing targeted intervention
- Supporting development of IEPs, ILPs, BIPs, and support plans
- Liaising with teachers, parents, SENCO, and specialists
- Monitoring progress against targets
- Supporting classroom strategies and accommodations
- Maintaining records of intervention and review

8.7 Learning Support Assistants

Learning Support Assistants are responsible for:

- Supporting student learning under the guidance of teachers and inclusion staff
- Assisting with implementation of support strategies
- Supporting classroom engagement, task completion, and participation
- Monitoring student progress and behaviour as directed
- Communicating observations to the teacher and inclusion team
- Encouraging independence and not creating unnecessary dependency

8.8 Individual Learning Support Assistants

Individual Learning Support Assistants are responsible for:

- Supporting the assigned student according to the approved support plan
- Helping the student access learning and participate safely in school life
- Supporting social, behavioural, communication, academic, or personal care needs where applicable
- Following teacher and inclusion team guidance
- Maintaining professional boundaries and confidentiality
- Encouraging student independence and inclusion with peers

ILSA support will be planned and reviewed based on student need, safety, independence, class participation, and school procedures. The ILSA must be an independent individual approved by the school. Parents, guardians, immediate family members, close relatives, family friends, or domestic helpers are not permitted to act as the student's ILSA. Any exceptional arrangement will be subject to formal review and approval by the Senior Leadership Team, in line with safeguarding, confidentiality, professional boundary, documentation, and student independence requirements.

8.9 Class Teachers and Subject Teachers

Class teachers and subject teachers are responsible for:

- Creating an inclusive classroom environment
- Identifying concerns early and reporting them through the correct referral route

- Implementing classroom accommodations and support strategies
- Differentiating teaching and learning where required
- Supporting IEP, ILP, BIP, or ALP targets within classroom practice
- Monitoring student progress and providing feedback to the Inclusion Team
- Communicating relevant concerns to Phase Heads, SENCO, LSTs, or Counsellors
- Ensuring that students are included respectfully and meaningfully in classroom activities

8.10 Phase Heads / Heads of Section

Phase Heads / Heads of Section are responsible for:

- Supporting implementation of inclusion procedures within their phase
- Coordinating with teachers, parents, SENCO, counsellors, and Senior Leadership
- Monitoring student access, participation, behaviour, and wellbeing
- Supporting parent communication where required
- Ensuring timely follow-up on referrals, interventions, and review meetings
- Escalating serious concerns to Senior Leadership or Principal

8.11 Parents and Guardians

Parents and guardians are expected to:

- Share accurate and updated information regarding the student's needs
- Provide relevant assessment reports, medical documents, previous school records, or professional recommendations
- Attend meetings when required
- Participate in development and review of IEPs, ILPs, BIPs, ALPs, or support plans
- Support recommended home strategies
- Cooperate with referrals for external assessment or intervention where required
- Maintain regular communication with the school

8.12 Students

Students are encouraged and supported to:

- Participate actively in learning
- Understand their strengths and areas for development
- Work towards agreed targets
- Use accommodations responsibly
- Respect diversity and support inclusion
- Build independence, confidence, and self-advocacy

9. Admission Review and Support Planning

Woodlem Park School follows a fair and transparent admission process for all students, including Students of Determination and students requiring additional support.

The school does not discriminate on the basis of nationality, race, gender, religion, social background, disability, or special educational need. At the same time, the school must review available documentation, student needs, reasonable adjustments, safety considerations, curriculum access, and support arrangements required to ensure that admission and placement decisions are responsible, evidence-based, and in the best interests of the student.

9.1 Admission Process for Students Requiring Additional Support

The following process may be followed:

1. The Registrar receives the required admission documents, including any medical, educational, psychological, therapeutic, previous school, or relevant support documents.
2. Where additional needs are disclosed or suspected, the file is referred to the Inclusion Team for review.
3. The student may be scheduled for an intake assessment, interaction, observation, or screening, where applicable.
4. The SENCO / Inclusion Team may meet or speak with parents to understand the student's profile, previous support, strengths, concerns, and required accommodations.
5. Existing reports, previous IEPs, support plans, behaviour plans, and school records are reviewed.
6. The SENCO / Inclusion Team provides recommendations to the Section Head and Principal / Senior Leadership for placement and support planning.

7. The Registrar completes admission formalities after approval.
8. The class teacher, relevant subject teachers, Section Head, and Inclusion Team are informed of essential support information on a need-to-know basis.
9. Where required, a transition meeting may be conducted before the student starts attending classes.
10. If previous IEPs or support plans are available, the school may implement relevant strategies while developing or updating the student's school-based support plan.

9.2 Admission Recommendation

The recommendation for placement and support planning will be based on:

- Student profile
- Available reports and documentation
- Previous school records
- Intake assessment or observation
- Parent information
- Safety and wellbeing considerations
- Curriculum access
- Reasonable accommodations required
- School-based support arrangements
- Regulatory requirements

Admission-related support planning is not a clinical diagnosis. Formal diagnosis must come from licensed and qualified external professionals.

10. Identification and Referral of Existing Students

Students may be referred to the Inclusion Department when they show signs of learning, behavioural, emotional, social, communication, physical, sensory, medical, or access-related concerns.

10.1 Sources of Referral

A referral may come from:

- Class teacher
- Subject teacher
- Phase Head / Head of Section
- Parent
- Counsellor
- School Nurse
- Assessment data
- Behaviour records
- Previous school documents
- Student self-referral, where appropriate
- External professional report

10.2 Referral Indicators

A referral may be considered when a student:

- Continues to underperform despite classroom support
- Shows persistent difficulty with reading, writing, spelling, numeracy, comprehension, or task completion
- Shows attention, concentration, or self-regulation difficulties
- Displays behavioural, emotional, or social concerns
- Struggles with communication or interaction
- Has medical, sensory, physical, or motor-related needs
- Requires assessment accommodations
- Demonstrates exceptional ability requiring enrichment or extension
- Shows sudden change in academic, emotional, or behavioural functioning

10.3 Referral Process

The referral process may include:

1. Initial teacher observation and classroom support.

2. Informal discussion with the Inclusion Department.
3. Completion of referral form, where required.
4. Review of student work, assessment data, behaviour records, and teacher feedback.
5. Classroom observation by SENCO, LST, counsellor, or relevant inclusion staff.
6. Parent meeting or communication, where required.
7. School-based screening or informal assessment, where appropriate.
8. Development of intervention plan, classroom strategies, or support plan.
9. Referral for external assessment, if required.
10. Regular progress monitoring and review.

10.4 External Assessment

Where required, the school may recommend a formal external assessment by an appropriately qualified professional.

External assessment may be recommended when:

- Concerns are persistent despite school-based support
- A formal diagnosis is required for planning or access arrangements
- The student may require significant accommodations
- Parent or school requires deeper understanding of student needs
- CBSE / KHDA / regulatory documentation is required
- There are concerns related to learning, behaviour, communication, development, mental health, or medical needs

School-based support may begin based on available evidence while the external assessment process is being completed, where appropriate.

11. Levels of Support

The school may place students at different levels of support based on need, evidence, progress, and review.

Level 1 – Classroom-Based Support

Level 1 support includes high-quality teaching, classroom differentiation, teacher monitoring, flexible grouping, basic accommodations, and short-term support strategies.

Level 2 – Targeted Support

Level 2 support is for students requiring additional targeted intervention, monitoring, teacher feedback, parent communication, and documented support. This may include LST involvement, small group support, classroom accommodations, and short-term targets.

Level 3 – Intensive / Individualised Support

Level 3 support is for students requiring more intensive individualised planning, such as IEP, BIP, significant accommodations, ILSA support, external professional involvement, or regular multidisciplinary review.

The level of support may change depending on student progress, updated evidence, parent cooperation, and school review.

12. Individual Plans

The school may develop one or more of the following plans, depending on student need:

Plan	Purpose
IEP	For students requiring individualised educational targets and support
ILP	For students requiring specific learning support or short-term learning targets
BIP / BMIP	For students requiring structured behaviour support and intervention
ALP	For gifted and talented students requiring enrichment, extension, or challenge
Support Plan	For students requiring accommodations, monitoring, or temporary support

12.1 Development of Plans

Plans should be developed in collaboration with relevant stakeholders, which may include:

- SENCO
- Learning Support Teacher
- Class teacher
- Subject teacher
- Parent
- Student, where appropriate
- Counsellor
- School Nurse
- External professionals, where available
- Phase Head / Head of Section

12.2 Content of Plans

Plans may include:

- Student strengths
- Identified needs
- Baseline information
- SMART targets
- Classroom accommodations
- Intervention strategies
- Responsible staff
- Parent role
- Review timeline
- Evidence sources
- Progress notes
- Exit or next-step criteria

12.3 Review of Plans

IEPs, ILPs, BIPs, ALPs, and support plans will be reviewed periodically based on school timelines, student

progress, parent meetings, teacher feedback, intervention records, and assessment evidence.

13. Intervention and Classroom Support

The Inclusion Team may support students through:

- Classroom observation
- Small group intervention
- Individual intervention
- Literacy or numeracy support
- Behaviour support
- Social skills support
- Study skills support
- Attention and self-regulation strategies
- Fine motor or writing-related support
- Comprehension support
- Differentiated instruction
- Sensory breaks or sensory strategies
- Teacher guidance
- Parent guidance
- Referral to external support, where required

Teachers remain responsible for the learning of all students in their classrooms. Inclusion staff support and guide teachers but do not replace the teacher's responsibility for planning, teaching, differentiation, and monitoring.

14. Classroom Accommodations

Classroom accommodations may include, based on need:

- Preferential seating
- Reduced distractions
- Step-by-step instructions

- Repetition or clarification of instructions
- Visual schedules
- Graphic organisers
- Printed notes or worksheets
- Additional processing time
- Movement breaks
- Chunking of tasks
- Reduced copying load
- Assistive technology, where approved
- Use of accessible fonts or formatting
- Peer buddy support
- Teacher check-ins
- Positive reinforcement
- Behaviour regulation strategies
- Sensory support, where required and supervised

Accommodations must be appropriate, reasonable, evidence-based, and reviewed regularly.

15. Inclusive Assessment and Access Arrangements

The school supports fair and accessible assessment practices for students requiring accommodations.

Assessment accommodations may include, where appropriate and approved:

- Extra time
- Separate or quiet setting
- Preferential seating
- Reading of instructions
- Clarification of instructions
- Differentiated format
- Reduced visual clutter
- Use of laptop or keyboard
- Use of accessible fonts or spacing

- Scribe support where permitted
- Modified paper where justified and approved
- Alternative mode of response, where appropriate
- Rest breaks
- Supervised sensory or regulation break
- Assistive technology, where permitted

Assessment accommodations will not be automatic. They must be based on student need, evidence, school observation, professional documentation where required, and alignment with CBSE, KHDA, and school assessment procedures.

15.1 Modified or Differentiated Assessments

Modified or differentiated assessment materials may be provided only where:

- There is clear evidence of need
- The accommodation is recorded in the student's plan
- The modification does not compromise the learning objective unless formally approved
- The arrangement is consistent with curriculum and assessment expectations
- The arrangement is approved by authorised school personnel

15.2 Reader Support

Students with documented reading, comprehension, visual, access, or processing-related needs may receive reading support for assessment instructions or question papers, where approved.

15.3 Extra Time

Extra time may be provided where the student's need is documented through school evidence, professional reports, or approved access arrangements.

15.4 Scribe Support

Scribe support may be considered for students with documented physical, motor, writing, or access-related difficulties.

Scribe arrangements must follow applicable CBSE, school, and regulatory requirements. The school will not approve scribe support casually or solely based on parent request. It must be evidence-based and formally approved.

15.5 Use of Computer / Keyboard

Students with significant writing, motor, or physical difficulties may be allowed to use a computer, keyboard, or approved assistive technology where documented and approved.

15.6 Spelling, Presentation, and Written Output

Where spelling, handwriting, or presentation is not the assessed objective, reasonable consideration may be given to content understanding, depending on the subject, assessment objective, approved accommodation, and teacher judgement.

16. Language Exemptions and Curriculum-Related Accommodations

Second language exemptions, where applicable, will be considered only when supported by appropriate professional documentation and permitted under CBSE regulations and school procedures.

Arabic exemption, where applicable, will be subject to KHDA requirements, school review, and relevant regulatory approval.

The school will not grant language exemption solely based on parent request, emotional difficulty, low performance, or preference. Evidence, regulatory permission, and school review are required.

For students in higher grades, subject choices, curriculum adjustments, and CBSE provisions will be considered in line with CBSE rules, student eligibility, professional documentation, and school approval.

17. Parent Partnership

The school values active partnership with parents.

Parent partnership may include:

- Sharing relevant documents and reports
- Attending meetings
- Participating in IEP / ILP / BIP / ALP discussions
- Supporting home-based strategies
- Following up with external professionals where required
- Informing school of any changes in diagnosis, medication, therapy, behaviour, or family circumstances
- Supporting consistency between school and home strategies

Where parent cooperation is required for assessment, intervention, documentation, or safety planning, the school expects timely and responsible follow-up.

18. External Professionals and Reports

The school may work with external professionals where required, including:

- Educational psychologists
- Clinical psychologists
- Speech and language therapists
- Occupational therapists
- Behaviour therapists
- Psychiatrists
- Paediatricians
- Medical specialists
- Approved therapy centres

External psycho-educational assessments and related reports should be obtained from appropriately licensed and recognised professionals or centres, such as DHA, MOH, CDA-approved, or otherwise accepted professionals, depending on the type of assessment required.

The school will review external recommendations carefully. However, implementation will depend on:

- School-based evidence
- Student need
- Safety
- Curriculum requirements
- Regulatory expectations
- Reasonable adjustments
- Available school provision
- Feasibility within the school context

The school is not required to implement every recommendation exactly as written if it is not evidence-based, feasible, safe, age-appropriate, curriculum-aligned, or regulatory-compliant.

19. Records and Confidentiality

The Inclusion Team will maintain relevant records confidentially, including:

- Psycho-educational assessment reports
- Medical reports
- Teacher referral forms
- Observation records
- Screening records
- Parent meeting records
- IEPs
- ILPs
- BIPs / BMIPs
- ALPs
- KHDA / CBSE exemption or accommodation documents
- Counselling referral records, where applicable
- Intervention logs
- Progress review records
- External professional recommendations
- Communication records with parents and staff

Records will be accessed only by authorised personnel and shared on a need-to-know basis to support student safety, learning, wellbeing, and regulatory compliance.

20. Confidentiality and Data Sharing

Information about students receiving inclusion support must be handled sensitively.

Staff must not:

- Share student reports with unauthorised persons
- Discuss student needs casually or publicly
- Label students negatively
- Share confidential information with other parents
- Disclose diagnosis or support details without authorisation
- Store reports or plans insecurely

Relevant information may be shared with teachers, leaders, counsellors, nurse, or authorised staff where required to support the student effectively.

21. Sensory Room and Regulation Support

Access to the sensory room or regulation space may be provided where:

- The student has an identified need
- It is included in the student's support plan
- Supervision is available
- Use is purposeful and recorded where required
- It supports regulation, readiness to learn, or emotional wellbeing

The sensory room must not be used as punishment, isolation, or removal from learning without purpose.

22. Exiting or Reducing Learning Support

Exiting or reducing support will be a collaborative decision based on student progress and evidence.

This may involve:

- Head of Inclusion / SENCO
- Learning Support Teacher
- Class teacher / subject teacher
- Parent
- Student, where appropriate
- Therapist or external professional, where involved

Support may be reduced or discontinued when:

- Targets have been consistently achieved
- Student demonstrates independence
- Classroom performance is stable
- Teacher feedback indicates reduced need
- Assessment data shows expected progress
- Parent and school review supports reduction

The student may remain on the inclusion monitoring register for a defined review period where appropriate.

23. Alternative Provision or Placement Review

In exceptional cases, the school may discuss alternative provision or placement options with parents and relevant authorities.

This may be considered only where:

- The student's needs cannot be reasonably or safely met within the school's current provision
- There is documented evidence of significant concern
- Interventions and reasonable adjustments have been attempted and reviewed
- Parent meetings have been conducted
- External professional recommendations have been considered
- The student's safety, wellbeing, or access to learning remains significantly affected

- The safety, learning, or wellbeing of others is seriously affected
- Regulatory expectations are followed

Alternative provision or placement discussions must be handled sensitively, professionally, and in the best interests of the student.

This must not be presented as exclusion due to disability or need. It must be based on documented evidence, safety, suitability of provision, and regulatory guidance.

24. Gifted and Talented Identification

The school identifies gifted and talented students through a combination of evidence, which may include:

- External benchmark assessments
- CAT4 data
- ASSET data
- Internal academic performance
- Teacher feedback
- Student work samples
- Subject-specific performance
- Creativity, leadership, or problem-solving ability
- Co-curricular or skill-based achievement
- Evidence of exceptional potential or performance

Indicative criteria may include:

- CAT4 score of 126 or above in relevant batteries
- ASSET stanine 8 or 9 in relevant subject areas
- High academic achievement in English, Mathematics, Science, or other subject areas
- Internal evidence of exceptional ability, especially in lower grades where benchmark data may not be available

Students meeting the agreed identification criteria may be listed for gifted and talented support.

25. Support for Gifted and Talented Students

Gifted and talented students may be supported through:

- ALPs
- Extension tasks
- Enrichment activities
- Challenge-based assignments
- Leadership opportunities
- Project-based learning
- Creative and collaborative tasks
- Subject-specific mentoring
- Competitions
- Independent research opportunities
- Higher-order thinking tasks
- Differentiated questioning
- Advanced reading or problem-solving activities

ALPs, where required, will be developed by subject teachers in coordination with the Inclusion Team and parents where appropriate.

26. Staff Training and Capacity Building

The school will support staff understanding of inclusion through:

- Awareness sessions
- Teacher briefings
- Case discussions
- IEP / ILP / ALP training
- Differentiation guidance
- Safeguarding-related inclusion training
- Support for behaviour and regulation strategies
- Sharing of student-specific strategies

- Professional development linked to school priorities

Staff are expected to apply inclusive strategies consistently and seek guidance when additional support is needed.

27. Monitoring and Review of Inclusion Provision

The Inclusion Team will monitor provision through:

- Teacher feedback
- Classroom observations
- Intervention records
- Student progress data
- Assessment performance
- Parent feedback
- Student voice, where appropriate
- IEP / ILP / BIP / ALP reviews
- Behaviour and wellbeing records
- Inclusion register updates
- KHDA / CBSE documentation review
- Senior Leadership review

The purpose of monitoring is to ensure that support remains relevant, effective, evidence-based, and aligned with student needs.

28. Evaluation and Review of this Procedure

This procedure will be reviewed annually or earlier where required due to:

- KHDA updates
- MOE / UAE regulatory updates
- CBSE changes
- DSIB inspection recommendations
- School improvement priorities

- Internal review findings
- Parent or stakeholder feedback
- Changes in school provision
- Significant inclusion-related cases

29. Conclusion

The Inclusion Procedure explains how Woodlem Park School, Al Qusais, Dubai, implements inclusive education in practice. It provides clear guidance for admission review, identification, referral, intervention, individual planning, assessment accommodations, parent partnership, gifted and talented provision, confidentiality, monitoring, and review.

This procedure ensures that students receive appropriate support based on evidence, need, reasonable adjustments, school observations, professional recommendations, and regulatory expectations, while maintaining student dignity, curriculum access, safety, independence, and inclusion within the school community.

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