



Lead: Assistant Principal
Reviewed: May 2026

INCLUSION POLICY

INTRODUCTION

Vision, Values and Aims. Horizon International School's (HIS) main aim is to provide an environment where a holistic education matters and the learning, achievement, attitude and wellbeing of all students is at the core of everything we do; this includes those identified as having Special Educational Needs and Disabilities (Students of Determination).



HIS firmly believes that all students have the right to high quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 3 of this Policy. HIS caters for students with a range of Special Educational Needs and Disabilities (SEND), along with those who are More Able, Gifted and Talented (MAGT). Applications for admission to the school for children with SEND are welcomed, and the curriculum is modified to ensure a personalised approach so that 'everyone succeeds'. Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that "special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

At HIS, every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND), or those being monitored for a possible barrier to learning. This includes students with English as an Additional Language (EAL), English Language Learners (ELL) and students identified as having gifts or talents (see separate Policy).

This policy explains the approach to Inclusion and Special Educational Needs and Disabilities within HIS and is in keeping with the school's aims, its teaching and learning policies and its philosophy on equality of opportunity. Our aim is to know every individual exceptionally well in order to help them to achieve their full potential. We do this through careful modification and personalisation of the curriculum. It is imperative to us that every student reaches their full potential holistically; this includes academically, socially, emotionally and physically whilst fostering a culture where everybody feels included, secure and valued.

The Senior Leader responsible for Inclusion (Inclusion Champion) is:

Mrs. Amanda Buckley - Inclusion Champion
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The Head of Inclusion at HIS is:

Mrs Ashleigh Barry - Head of Inclusion
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1. Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Inclusion Champion and Head of Inclusion in conjunction with the Inclusion Support Team.

This policy was written with the aim of providing a consistent, systematic and robust approach to Inclusive Education across the school.

Our procedures and policies are in line with the guidance provided by the KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016), Dubai Inclusive Education Policy (2017), Implementing Inclusive Education: A Guide for Schools (2019), as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.



2. Inclusion Statement

HIS has a strong commitment to the inclusion and pastoral support of all our families and students; this includes students who are identified with Special Educational Needs and Disabilities, English as a Second Language, English Language Learners, High Achievers and MAGT students.

Our approach is aligned with Dubai Inclusive Education Policy Framework (2017) and the UK SEND Code of Practice (UK, 2015) :

- We use our best endeavours to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs.
- We have a 'Standard School Service' which is funded by the school's general operational budget and ensures that students of determination can access inclusion provision and additional human and physical resources as required.
- We ensure that students and young people with SEND are fully included in all school activities alongside their peers.
- We designate qualified and experienced professionals to be responsible for coordinating SEND provision; the Head of Inclusion and the Inclusion Champion. They are members of the school's Leadership Team.
- Parents will be informed when special educational provision for a student is required
- We provide support, advice and training for parents and staff working with students with SEND.
- We ensure early identification, assessment and provision for any child who may have special educational needs.
- We encourage the whole school community to demonstrate a positive attitude towards SEND and Inclusion, fostering an inclusive ethos that permeates all aspects of school life.
- We closely monitor and review progress of students on the Special Educational Needs register through a cycle of assess-plan-do-review.
- We encourage and support students to participate in all decision-making processes that occur in their education through a Person Centred approach to their provision.

3. Definition and Approach

Definition:

Students of Determination are defined as students who experience ongoing physical, sensory, intellectual, communication, social-emotional or multiple disabilities that may create significant and ongoing barriers to learning, participation or access to the curriculum. In line with the Dubai Inclusive Education Policy Framework (2017), the school is committed to identifying and removing these barriers through high-quality teaching, reasonable adjustments and targeted provision.

The whole school community is encouraged to ensure inclusion and consequently the best possible social, emotional and academic progress for all of our students. This is provided through innovative learning and teaching, dissemination of information, training and access to SEND specialists at all levels. The Inclusion Support Team works under the umbrella of The Achievement Centre department.



Within the Inclusion Support Team and across the wider school, all students and staff have access to:

- A highly qualified Inclusion Champion and Head of Inclusion
- Highly qualified and experienced teachers and leaders
- Diagnostic Assessment and Identification
- Dedicated school counsellor
- Year group and departmental Inclusion Champions
- Inclusion teachers
- Higher Level Teaching Assistants and In-class Learning Support Assistants
- Lead Practitioners who are able to provide professional coaching and modelling
- Class Teachers, Tutors, Progress Leaders, Heads of Department and Senior Leaders.

The commitment to being an inclusive school is both a passion and a focus for every member in the organisation. It is an integral part of all student learning particularly through PSHE, Assemblies, Awareness Days, Circle Time and Moral Education lessons.

4. Admissions Policy

In line with the school's Admissions Policy and the Dubai Inclusive Education Policy Framework, HIS believes that students experiencing SEND have the same right as other students to access a school of choice. Upon admission, an Assessment of Educational Need takes place to identify any potential barriers to learning, enabling the school to make reasonable adjustments. Students will not be refused admission based only on their experience of SEND.

For applications from Students of Determination, we request that, if possible, parents share any reports from qualified and licensed professionals in order to inform our provision. These reports are not a prerequisite or a condition for admission.

In accordance with Standard 2.2 of the Dubai Inclusive Education Policy Framework, students who experience SEND are entitled to sibling priority in the admissions process. At the point of application, parents are expected to share all relevant information relating to their child's identified or suspected additional needs. This ensures that the school can make informed decisions and put appropriate support and reasonable adjustments in place from the outset.

Where information is knowingly withheld and this impacts the school's ability to meet a student's needs appropriately, the school reserves the right to review or withdraw the offer of a place.

5. The Common Learning Environment

The School is fully aware of its duties and responsibilities under the Equality Act 2010 and is committed to eliminating discrimination and promoting equality of opportunity for all students.

We are dedicated to sustaining a positive Common Learning Environment in which students with Special Educational Needs or Disabilities learn, participate and engage alongside their peers. Through appropriate support and reasonable adjustments, we ensure that all students are able to access the full life of the school and feel valued as members of the community.



6. Identification and Assessment of Students with SEND

Students may be identified as having a Special Educational Need or Disability either through a formal diagnosis provided by an appropriately qualified professional or through robust, evidence-based indicators identified by the school (barrier identification). If they are formally identified, they will be assigned a diagnosed category on our SEND Register. If they are identified through evidence-based indicators (without formal diagnosis), they will be assigned a barrier category.

The Identification Pathway (Appendix 1) sets out the graduated process through which the school responds to the learning needs of individual students. This process is responsive rather than time-bound, allowing actions to be adapted according to the nature and complexity of the concern.

The perspectives of both the student and their parents are central to the information-gathering stage and inform all subsequent decisions. The overarching aim of the Identification Pathway is to identify and reduce barriers to learning through appropriate assessment, targeted provision and, where required, the development and review of Individual Education Plans tailored to the student's specific needs.

Early identification is key to the progress of SEND students. Horizon International School has access to the following in order to support with the identification of students who may have Special Educational Needs:

- Meetings between the ACe Department and staff of feeder schools during transition phases
- Screening checks (articulation, phonics, reading, mental maths)
- Examination Access Arrangements screening in Year 9
- GL Assessment for Years 2 to 13.
- CAT4 data
- Teacher Assessment Data
- Observational data
- Qualitative data through conversations with the family and the student themselves
- Special Needs Assessment Profile (SNAP)
- Dyslexia Screening
- WIAT II
- DASH
- PASS Data
- Cognita Voice of the Student Data
- Dedicated school Counsellor with mental health screening tools
- Assessments by external specialist services, such as medical staff, educational psychology, occupational therapy, speech and language therapy, dyslexia specialists to identify additional needs;
- Information provided by another educational organisation which has identified or has provided for the students' additional needs.

Staff continuously monitor the personal, social and emotional development of students, including their behaviour, to identify where additional support or intervention may be required.

The School Medical Team support in the monitoring of students' health and the identification of potential sensory, physical or health barriers to learning. They carry out routine medical examinations as per DHA requirements.



7. Categories of Need:

We place huge emphasis on the accurate identification of Students of Determination. We use the KHDA Categorisation system for Students of Determination, 2025. Students of Determination with a formal diagnosis are classified under one of the 11 main categories. Students with evidence-based indicators are categorised using the barrier categories. Please see **Appendix 2** for the categories used.

8. The Register and Record Keeping

The registers are overseen and maintained by the Head of Inclusion. They are held centrally on iSAMS, alongside key documentation such as Individual Education Plans, with a working copy accessible via SharePoint. The Head of Inclusion is responsible for ensuring the accuracy and currency of the information.

All relevant staff are expected to be familiar with the register and to use this information to inform their planning, teaching and assessment practices.

In addition to the SEND Register, the school maintains a Monitoring List. This includes students who may be experiencing emerging or less significant barriers to learning and are not formally identified as Students of Determination, as well as those who have recently been removed from the register but require continued oversight through Inclusion Monitoring Meetings.

9. Inclusion Monitoring Meetings

Each term, the Head of Inclusion meets with Progress Leaders and Heads of Department to review cohort data and evaluate the progress of identified students. These meetings focus on analysing impact and agreeing appropriate strategies or provision for individuals or targeted groups. Where concerns remain, students may be placed on the Monitoring List or, if limited progress continues despite targeted intervention, referred for further assessment and consideration for the SEND Register.

10. Quality First Teaching

Quality First Teaching is the delivery of lessons which are scaffolded or modified for personalised learning, enabling all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes.

11. Reviewing the Quality of Learning and Teaching

As part of the school's quality assurance processes, lesson observations, learning walks and Collaborative Learning Reviews evaluate the extent to which the curriculum is appropriately adapted and modified to meet the needs of all learners. Effective curriculum modification is a core learning fundamental and a key expectation of all teaching staff.



12. Managing Students' Needs on the SEND Register- Person Centred Review Meetings and Individual Education Plans

The Individual Education Plan (IEP) serves as a structured framework to guide a student's support and development. All students placed within Wave 3 of the SEND Register are formally planned for through an IEP. In some cases, students within Wave 1 or Wave 2 may also have an IEP where this is agreed through an Inclusion Monitoring Meeting.

IEPs are developed through a Person-Centred Review meeting involving the 'team around the student' and, where appropriate, the student themselves. The meeting considers strengths, identifies barriers and agrees priorities and next steps. IEPs are formally reviewed at least three times per year in line with the Inclusion Monitoring Schedule.

13. Student Profiles

All students who are on the SEND Register but do not have an IEP will have a student profile which identifies their preferred learning style and outlines some key guidance for teachers. In some cases, student profiles will also include key targets.

14. Graduated Response

HIS operates a system of graduated response to ensure that provision is targeted, specific and appropriate to the needs of students. When a student is added to the SEND Register, they are assigned a wave. The wave system is explained by the following statements and in Appendix 3 of this policy.

Wave 1: Quality First Teaching (Teacher Action)

Wave 1 reflects high-quality, inclusive classroom practice. Students at this level:

- Make expected progress through well-differentiated teaching.
- Have learning needs that can be effectively met through in-class adaptation and targeted teacher strategies.
- May have a sensory, physical or emotional need that requires monitoring but does not currently necessitate additional specialist intervention.

Wave 1 provision is delivered by the class or subject teacher and is embedded within everyday teaching practice.

Wave 2: Targeted Support

Wave 2 applies where additional, time-bound or targeted support is required beyond Quality First Teaching. Students at this level:

- Require specific curriculum modification or structured intervention to engage fully in learning.
- Continue to make limited progress despite appropriate classroom differentiation.



- Benefit from additional small-group or short-term individual support.
- Are receiving, or have been recommended to receive, input from external specialists (e.g. Speech and Language Therapy, Occupational Therapy, Behaviour Therapy, Physiotherapy or dyslexia support).

Provision at Wave 2 is supplementary to classroom teaching and is regularly reviewed for impact.

Wave 3: Intensive and Individualised Provision

Wave 3 is reserved for students with significant and sustained needs requiring highly individualised support. Students at this level:

- Follow personalised programmes designed to enable meaningful progress in line with their individual profile.
- Require a high level of structured and consistent adult support to access the curriculum.
- May require multi-agency involvement or frequent specialist input.
- May require 1:1 Learning Support Assistant provision for a substantial or full proportion of the school day.

Wave 3 provision is closely monitored through the Assess–Plan–Do–Review cycle to ensure impact and appropriateness.

15. Provision

The school follows the approach outlined in the UK SEND Code of Practice (DfES, 2015), ensuring that targeted interventions are implemented to accelerate progress for students identified with SEND. Where a need is identified, teachers work in partnership with the Achievement Centre (ACe) to plan provision accordingly:

Provision at HIS may include:

- Guidance for staff on identifying and supporting additional needs
- Development and review of Individual Education Plans, including clear baselines and SMART targets
- Monitoring the impact of IEPs and updating Student Profiles for staff
- Coordination of targeted small-group and 1:1 interventions
- Alternative pathways in Secondary, including ASDAN
- Ongoing professional development, team teaching and coaching to strengthen inclusive practice
- Advice and partnership with parents
- Admissions assessment where SEND is identified or suspected
- Identification and support for Most Able, Gifted and Talented students
- Targeted support for students with EAL/ELL
- Access to specialist services (e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychology), where appropriate and at additional cost
- Liaison with external agencies and medical professionals



- Wellbeing support, including counselling and communication-based programmes such as Sensory Circuits
- Collaboration with other schools to further develop inclusive provision.

This graduated and responsive approach ensures that support is evidence-informed, proportionate and focused on measurable impact.

16. Access Arrangement

The Head of Inclusion and examinations officer will ensure that the appropriate arrangements are put in place for exams. The Head of Inclusion will ensure that all documentation is up to date and on file and will process the online applications. This should be done prior to the start of GCE A Level and GCSE courses and, where issues arise during the school year, these should be completed immediately once all paperwork from parents and outside agencies has been received.

The access arrangements should be logged onto the inclusion register, held on iSAMS and this should be dated when approval was granted by the examination board, where appropriate, and for what examination series.

For further information on access arrangements, please see separate Access Arrangement policy.

17. Attendance, Punctuality, Health and Wellbeing

The senior leaders and safeguarding team will contact parents with any concerns about the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy).

18. English as an Additional Language

The school recognises that students with English as an Additional Language (EAL) are multilingual learners whose linguistic and cultural backgrounds are valued as strengths within our community. EAL learners are entitled to full access to the Common Learning Environment and a broad, balanced curriculum, with high expectations for achievement. Language acquisition needs are carefully distinguished from Special Educational Needs, and students are not identified as SEND solely due to developing English proficiency. English language development is supported through high-quality, language-rich teaching, targeted strategies and, where appropriate, time-bound intervention that is monitored for impact. Students' progress in both language acquisition and academic attainment is regularly reviewed. Further detail regarding identification, assessment, provision and parental partnership can be found in the school's dedicated EAL Policy.



19. Dealing with Complaints

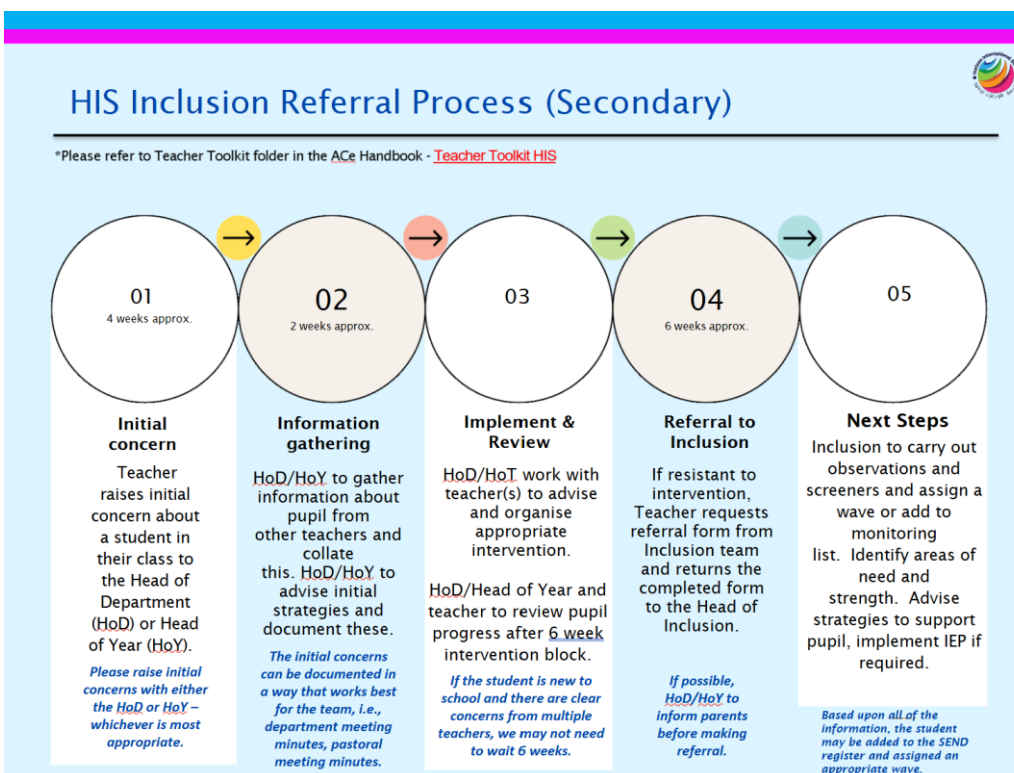
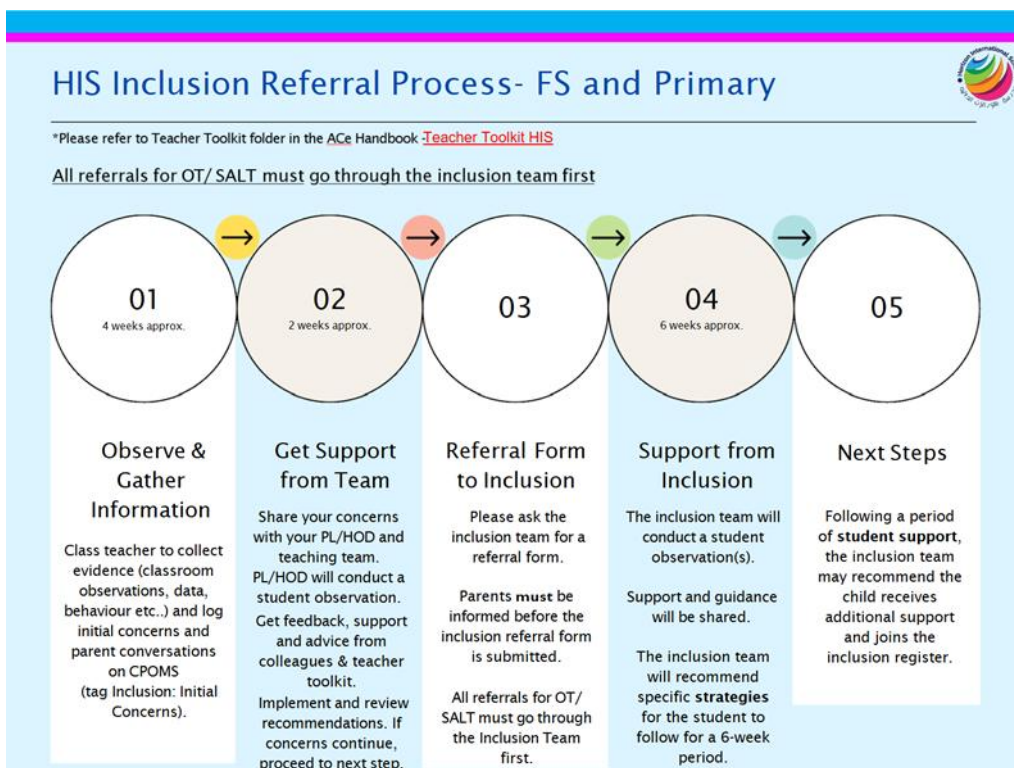
Complaints should be made in accordance with the communication and complaints procedure which can be found here: <https://hisdubai.ae/wp-content/uploads/sites/9/2023/11/Communication-and-Complaints-Policy-2023-1.pdf>

Review of Policy

The SEND policy is monitored by ELT and reviewed on an annual basis.

Policy Details	Inclusion Policy
Version Date	May 2026
Last Review	August 2025
Next Review	September 2027
Responsible ELT	Assistant Principal – Inclusion
Governors Review Date	May 2026

Appendix 1. Identification Pathway



Appendix 2. Categorisation System (KHDA, 2025)

Inclusion Categorisation System

Students with a Formal Diagnosis:

Main Category as per the UAE Unified Classification System	Sub-Category	Additional Information
1. Intellectual Disability	1.1 Intellectual Disability 1.2 Unspecified 1.3 Global Developmental Delay 1.4 Neurocognitive Disorders	<ul style="list-style-type: none"> Mild Moderate Severe
2. Communication Disorders	2.1 Language Disorders 2.2 Speech Sounds Disorder 2.3 Fluency Disorder 2.4 Social Communication Disorder 2.5 Unspecified Communication Disorder	<ul style="list-style-type: none"> 2.1 Language disorders could be expressive, receptive or both
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability 3.2 High Functioning Autism	<ul style="list-style-type: none"> Level 1 Level 2 Level 3
4. ADHD	4.1 Combined presentation 4.2 Predominantly inattentive presentation 4.3 Predominantly hyperactive/impulsive	
5. Psycho-Emotional Disorders		<ul style="list-style-type: none"> Depression Bipolar Disorder Anxiety Disorders PTSD OCD ODD Conduct Disorder Selective Mutism Intermittent Explosive Disorder Eating Disorders Personality Disorders Tourette Syndrome Other

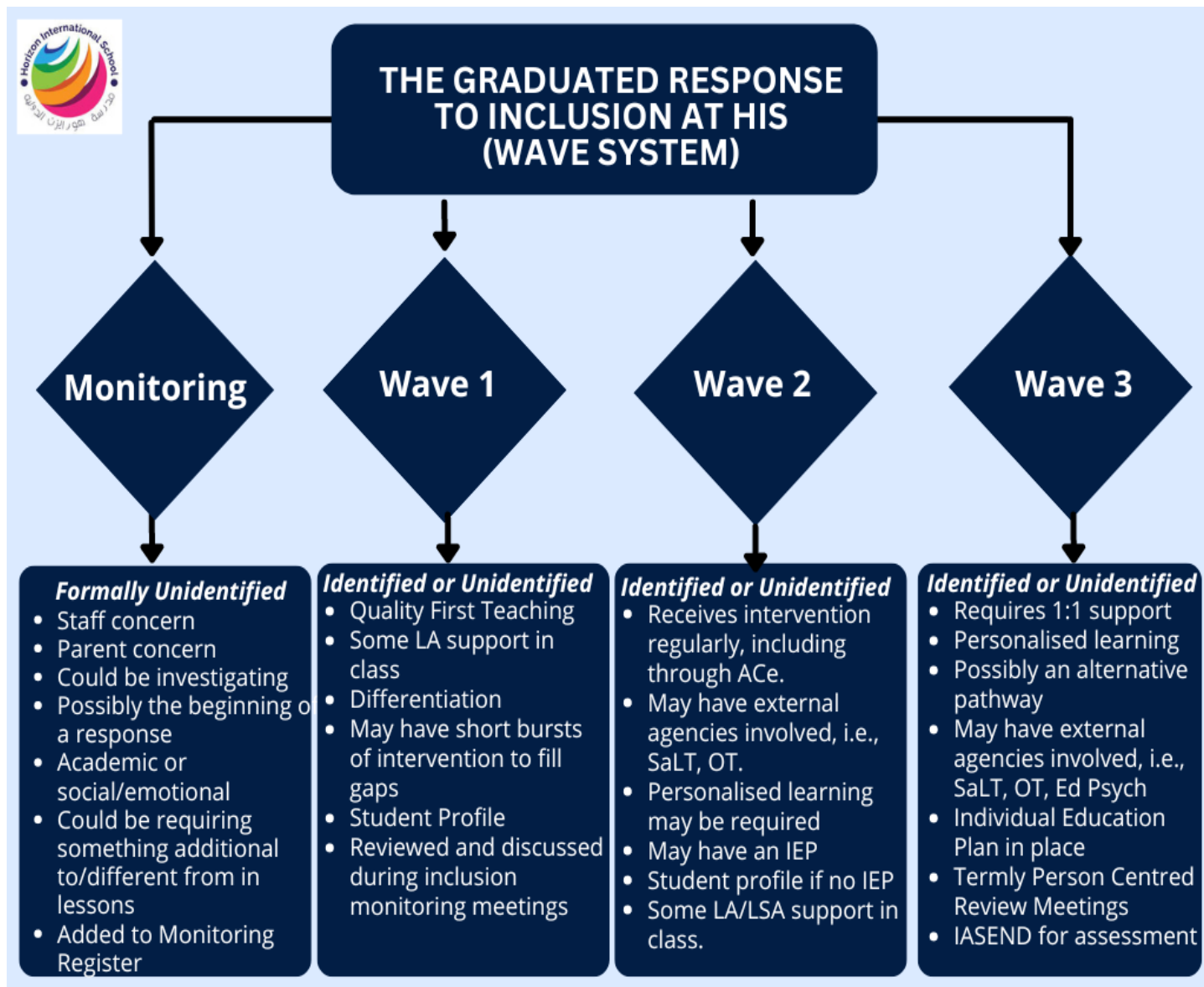
6. Specific Learning Difficulties	6.1 Dyslexia 6.2 Dysgraphia 6.3 Dyscalculia 6.4 Scholastic skills	
7. Visual Impairment	7.1 Total Blindness 7.2 Partially Sighted 7.3 Low Vision	
8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels) 8.2 Hearing Impairment (hearing loss ranging from 26-90 decibels)	<ul style="list-style-type: none"> • Mild • Moderate • Severe
9. Deaf-Blind Disability	9.1 Deaf-Blind	
10. Physical Disability		<ul style="list-style-type: none"> • Cerebral Palsy • Muscular Dystrophy • Spina Bifida • Amputation/Limb differences • Spinal Cord Injury • DCD/Dyspraxia • Brittle Bone Disease • Juvenile Idiopathic Arthritis • Musculoskeletal Deformities • Other
11. Multiple Disabilities		When selecting multiple disabilities, we should also select two or more main and sub-categories that co-exist and result in complex needs requiring highly individualised support and consistent specialist input. It is not the same as a child having a primary and secondary need.

Students without a Formal Diagnosis (Barrier Identification):

Main Barrier	Barrier Sub-Category	Additional Information
1. Thinking and Learning Needs	1.1 General Learning needs across subjects 1.2 Early Developmental Needs in more than one area (under age 5) 1.3 Memory and Thinking needs due to illness or injury	<ul style="list-style-type: none"> Learns with some extra support (can follow most learning with adjustments and guidance) Learns with regular support (frequent adaptations) Learns with high levels of support (requires ongoing, personalised support most areas of academic life).
2. Communication and Speech Needs	2.1 Language Needs 2.1 Difficulty making speech sounds clearly 2.2 Stammering or stuttering 2.3 Social use of language difficulties 2.4 Other or unclear speech and language needs	<ul style="list-style-type: none"> Understanding language Using language Both understanding and using language
3. Social Communication and Interaction Needs		<ul style="list-style-type: none"> Needs little or no support Needs regular support Needs high levels of support
4. Attention and Focus Needs	4.1 Difficulties with both attention and high activity 4.2 Difficulties mainly with attention and focus 4.3 Difficulties mainly with high activity and impulsive behaviour	
5. Social, Emotional and Behavioural Needs		<ul style="list-style-type: none"> Low mood or sadness Strong mood swings Worry and anxiety Difficulties after traumatic events Repetitive or obsessive behaviours Strong refusal or defiance Not speaking in some situations Sudden angry outbursts

		<ul style="list-style-type: none"> • Difficulties with eating • Personality or behaviour changes • Tics or involuntary movements and sounds
6. Learning Difficulties in specific skills	6.1 Reading difficulties 6.2 Writing difficulties 6.3 Difficulties with maths and number 6.4 General academic learning difficulties	
7. Vision needs	7.1 Low vision	<ul style="list-style-type: none"> • Some difficulty seeing details • Significant difficulty seeing details • Very limited visual clarity
8. Hearing Needs	8.1 Hearing loss	<ul style="list-style-type: none"> • Some difficulty hearing sounds • Frequent difficulty following speech • Unable to hear most speech
9. Physical and movement needs		<ul style="list-style-type: none"> • Movement and posture needs • Ongoing muscle weakness • Coordination and motor planning difficulties • Fragile or brittle bones • Ongoing joint problems • Missing or differently formed limbs • Loss of movement due to spinal injury • Bone or joint differences
10. Multiple and Complex Needs		<p>When selecting multiple and complex needs, we should also select two or more main and sub-categories that co-exist and result in complex needs requiring highly individualised support and consistent specialist input. It is not the same as a child having a primary and secondary need.</p>

Appendix 3. Graduated Response





Appendix 4. Key Legislation

- ❑ Dubai Inclusive education Policy Framework (2017)
https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf
- ❑ UN Convention on the Rights of Persons with Disabilities and Optional Protocol
<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- ❑ Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
<https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>
- ❑ Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>
- ❑ Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf)
- ❑ General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>
- ❑ SEND Code of Practice (UK, 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- ❑ GUIDELINES AND STANDARDS FOR THE USE OF EXTERNAL ASSESSMENT REPORTS FOR STUDENTS OF DETERMINATION
[Guidlines and Standard External Assessment for SOD](#)