

POLICY	Owner	Head of Inclusion
Inclusion Policy	ID (Version)	001
	Published	September 2025
	Valid Until	August 2027



British School Dubai – Emirates Hills

Inclusion Policy 2025 – 2027

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1. POLICY STATEMENT

At DBSEH, diversity and inclusion are viewed as unique opportunities to be valued. Every student has the right to access high-quality education in an environment that is respectful, supportive, and aspirational. Our inclusive approach ensures that students with a diverse range of needs—academic, social, emotional, behavioural, communication, and physical—are recognised, supported, and empowered to succeed.

Inclusion at DBSEH reflects a commitment to equity, personalisation, and a strength-based model of provision. It is driven by proactive collaboration between staff, students, families, and external professionals. We are committed to early identification of needs and to providing flexible, creative support that promotes independence and achievement for all students.

Inclusion is a whole-school responsibility, and we promote a culture where every student is known, valued, and challenged to meet high expectations.

2. BELIEF

We believe that:

- Inclusion benefits all members of our community by fostering empathy, respect, and collaboration.
- All students can learn and achieve when provided the right support, encouragement, and access to appropriate pathways.
- Diversity enriches our community and that every individual should feel a sense of belonging.
- Inclusive education is a shared responsibility and requires a coordinated whole-school approach.
- Learning is maximised when students' needs are understood and when barriers to participation are actively removed.
- High expectations should be maintained for all learners, regardless of their starting point, and that progress can take many forms.
- All learners, including SEND, EAL/ELL and Higher Ability & talented learners have unique needs that must be recognised and nurtured through challenge, enrichment, and opportunities to excel within academic and creative domains.

3. STANDARDS

- A transparent process for identifying and supporting students of determination and those with additional learning needs will be maintained, aligned with regulatory guidelines and international good practice.
- The Inclusion Register will be regularly updated, monitored, and used to inform planning, provision, and reporting.
- Targeted interventions—academic, social-emotional, and communication-focused—will be delivered through flexible models such as push-in, pull-out, and small group sessions.
- Classroom practice will be strengthened through ongoing professional development and coaching to ensure it remains inclusive and responsive to diverse needs, and time will be provided to staff to ensure this occurs.

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- Parents and students will be actively involved in decision-making processes related to learning support, goal setting, and progress review.
- External specialists will be engaged when appropriate to ensure the highest standard of assessment, therapy, and intervention.
- The effectiveness of inclusive practices will be reviewed annually through data analysis, student progress tracking, and stakeholder feedback.
- Personalised curriculum pathways (e.g. ASDAN, BTEC Level 1, Functional Skills) will be developed when necessary to ensure meaningful, accredited learning for all students.
- DBSEH will remain compliant with local and international guidelines, including KHDA policy directives, and engage in regular internal reviews of inclusive practice.

4. GUIDELINES

- Inclusion at DBSEH is defined as ‘the intentional and proactive approach of meeting the diverse learning needs of all students by removing barriers to participation and achievement’.
- Learning support includes differentiated classroom practice, individualised plans, interventions, and adaptations that enable students with additional needs to thrive within a mainstream environment.
- Inclusion support is delivered through a tiered model of universal, targeted, and individualised support.
- All students on the Inclusion Register will have an Individual Learning Plan (ILP), or Behaviour Support Plan, as appropriate, developed and reviewed collaboratively.
- DBSEH follows a structured pathway for identification, referral, and review of students with additional needs, which is defined in the supporting Inclusion guidelines, procedures and supporting documents.
- Where appropriate, students will be supported through access arrangements and inclusive assessment strategies.
- Students should be encouraged to reflect on their learning needs and be active participants in setting and reviewing their goals.

5. RELATED DOCUMENTS

Document Title
Inclusion Procedures
KHDA Inclusion Frameworks and Supplements
Copy of ILP template
Referral Form

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6. ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
ILP	Individual Learning Plan
KHDA	Knowledge and Human Development Authority
LSA	Learning Support Assistant
SEND	Special Educational Needs and Disabilities
HAT	Higher Ability & Talented
ELL/EAL	English Language Learners/ English as an Additional Language
Level 1, 2, 3	Levels of support: universal, targeted, intensive
SOD	Student of Determination
Access Arrangements	Modifications made to exams or assessments to ensure equal access

7. AUTHORISATION HISTORY

Authority	Signature	Date
Owner	J Baxter	04.11.2025
Principal	B Girven	04.11.2025