Cambridge International School

Inclusion Students of

Determination

Policy and Procedures

NAME OF POLICY	Students of Determination Policy and Procedures
APPROVED BY	Principal
DATE APPROVED	January 2016
DATE OF REVIEW	Updated 2022 Updated 2024 Updated 2025 Next projected review 2026
RELATED POLICIES	• Alternative Pathways policy • Sparkle Like a Gem policy • CIS ELL policy • CIS Exceptional Learner (G&T) policy • UAE MOE SEND Policy, General Rules for the Provision of • Special Education Programs and Services (Public & Private Schools) "Schools for All" • Dubai Inclusive Education Policy Framework

Introduction

Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met (Dubai Inclusive Education Policy Framework Pg. 9).

The Cambridge International School ensures Students of determination are "Welcome" within the school have equal rights to the opportunities offered by education. The school is committed to high quality education for students of determination and ensures equitable access to appropriate provision, resources and curricular options for students of determination (Dubai Inclusive Education Policy Framework Pg. 17).

CIS provides a broad and balanced curriculum for all children. The National Curriculum for England (NCFE) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. This policy ensures that curriculum planning and assessment for Student of determination takes account of the type and extent of the difficulty experienced by the child.

Our inclusion practice is guided by GEMS' Sparkling GEMS framework, which reflects our shared commitment to Excellence for All. This includes ensuring students are seen, heard, supported and challenged to achieve their personal best through research-informed, adaptive and personalised approaches. Inclusion is a shared responsibility across the entire school community, reinforced through ongoing collaboration, reflective practice and professional learning.

Our Vision, Values and Aims

All children have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed on Page No. 2 of this Policy.

At CIS, we believe that every child has potential. Our *aim* is to provide a well- rounded educational program that is suitable for the diverse intellectual, social, emotional and physical needs of all our students. We recognize that all students have varied educational needs and that some require additional support in order for them to fulfil their potential.

Our *vision* is to ensure CIS is a "School for All". An educational setting where students from different backgrounds and with different abilities learn together in an Inclusive environment. – A commitment to providing inclusive education to students of determination (Directive Guidelines 2020, Pg. 16).

CIS caters for students with a range of special educational needs and disabilities along with those who are Exceptional Learners (G&T). For information on ExL please refer to a separate Policy on website.

Applications for admission to the school for students with special educational needs and disabilities are welcomed with flexible agreements and where necessary modification, adaptation and differentiation take place to ensure 'A School for All'.

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

Learning and teaching is adapted and the curriculum modified where necessary, to meet the needs of each individual student. Monitoring, identification, plans and support within CIS will be coordinated by the Inclusion Support Team.

Our *mission* is all our student of determination are emotionally resilient, flexible and inspired to reach their unique potential.

Legislation, Safeguarding & Rights

Our inclusive practice is guided by international and UAE law and governance frameworks which protect the rights, dignity and safety of persons with disabilities. CIS adheres to the following:

- UAE Federal Law No. (29) of 2006 on the Rights of People of Determination
- Dubai Inclusive Education Policy Framework (2017)
- Law No. (2) of 2014 regarding the Protection of the Rights of Persons of Determination
- Executive Council Resolution No. (2) of 2017
- United Nations Convention on the Rights of Persons with Disabilities
- UK SEND Code of Practice (2015), informing curriculum access principles
- KHDA Categorisation and Support Guidelines

All Students of Determination are entitled to:

- Respect, dignity, safety and belonging
- Equitable access to education
- Removal of barriers through reasonable accommodations
- Participation in decisions affecting them
- Confidentiality and responsible information sharing

Safeguarding procedures are applied rigorously and proactively throughout all provision for Students of Determination.

Objectives

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

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), Directives and Guidelines for Inclusive Education, Implementing Inclusive Education- A Guide for Schools, 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.

Inclusion Statement

"Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community" (Dubai Inclusive Education Policy Framework, p.53).

Legislation

CIS works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates effective working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities, Federal Law No. (29) of 2006 concerning the Rights of People of Determination

- Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai Article 4 (14), Article 14 (16), Article 13 (17), Article 13 (19), Article 23 (4).

- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools) as well as the SEND Code of Practice (UK, 2015).

Student of Determination

"A need which occurs when a student with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same- aged peers". (Dubai Inclusive Education Policy Framework, p.52) CIS is committed to providing an environment that allows these children full access to all areas of learning.

This policy outlines CIS Dubai's commitment to providing inclusive, equitable and high-quality education for all Students of Determination in alignment with KHDA requirements (2024–2026).

CIS Dubai is firmly committed to inclusive, transparent and non-discriminatory admissions practices, ensuring that all children have equitable access to education. No child may be refused admission on the basis of disability, diagnosis, behavioural presentation, communication profile, sensory need, medical condition or any additional learning need. In accordance with the KHDA Inclusive Education Policy Framework and the 2024 KHDA Categorisation and Provision Guidance, the admissions process focuses on understanding the *whole learner* and ensuring that reasonable accommodations can be provided to support the student's inclusion, safety and wellbeing. Admissions decisions are based solely on whether CIS can meaningfully meet the child's educational, therapeutic and safety requirements through available provision.

CIS ensures that all families feel welcomed, respected and fully informed at every stage of the admissions process. The school recognises that early partnership with parents and full transparency regarding support pathways are essential in establishing a positive, structured and successful educational journey. A supportive transition process is implemented for all Students of Determination to ensure a smooth start and early relationship building with staff.

1.1 Principles of Inclusive Admissions

• Admissions decisions are based on the school's duty of care to provide meaningful access to learning, ensure student wellbeing and offer appropriate support, adjustments and staffing.
• A diagnosis is NOT required for admission; support planning may begin as soon as a need is observed.
• Screening is used only to plan provision and resourcing — never to exclude a student from enrolling.
• Parents are encouraged to share external reports, but lack of documentation will not delay or prevent admission.
• Placement decisions are collaborative, involving the Inclusion Team, senior leadership, Parent Relations, therapists and the admissions team as appropriate.
• Students may be offered mainstream placement, mainstream with targeted support or Alternative Pathways provision, depending on their support needs.
• Where 1:1 support or therapy is required, this will be formally agreed with parents through an Individualised Service Agreement (ISA) in line with KHDA permissions.
• All Students of Determination will be recorded on the KHDA portal according to Table 1 (diagnosed disability) or Table 2 (barrier to learning) with a Severity Level (1–3).
• All information shared by families is treated with confidentiality, dignity and respect.

1.2 Screening and Information Gathering

Screening supports informed decision-making and appropriate planning for support. At CIS, screening draws on multiple sources of information including baseline academic assessments, communication observations, sensory checklists, behaviour and regulation indicators, previous school records, therapist reports and parent insight. In addition, CIS utilises a range of GL SEND Screeners, including literacy, numeracy, cognitive and wellbeing screening tools, to provide deeper understanding of individual learning profiles. These screeners help identify underlying barriers such as working-memory difficulties, language processing needs or attention-related challenges, enabling teachers to make precise, proactive adjustments.

Screening is never used as a gatekeeping tool or as a condition for access to the curriculum or school. Rather, it ensures early and appropriate support that is responsive to the student's strengths and needs. Any screening outcomes or recommendations are communicated transparently with parents, and next steps are agreed collaboratively. All documentation is treated confidentially and is used solely to determine reasonable accommodations and the correct level of support within the Graduated System of Provision.

1.3 Placement and Reasonable Accommodations

Placement decisions prioritise student wellbeing, safety, communication access, sensory regulation, curriculum access and positive engagement. CIS provides a continuum of provision, including mainstream with accommodations, modified curriculum routes and the Alternative Pathways Provision.

All support and placement decisions follow the KHDA Assess–Plan–Do–Review model, ensuring that interventions remain relevant, monitored and proportionate to need. We strongly promote inclusion in age-appropriate learning communities wherever meaningful participation is ensured.

Reasonable accommodations are designed to remove barriers while maintaining high expectations. These may include:

- Adapted learning tasks and scaffolded instruction
- Reduced cognitive load and chunked learning steps
- Visual schedules, first–then supports, task checklists and other visual aids
- AAC systems and communication supports (PECS, core boards, voice-output devices, signing)
- Sensory regulation tools (movement breaks, seating alternatives, fidget tools, ear defenders)
- Structured behaviour supports (co-regulation strategies, break cards, social narratives)
- Environmental modifications (low-distraction workstations, lighting adjustments, quiet spaces)
- Flexible grouping and adjusted pace of instruction
- Individualised motivation systems and strengths-based engagement

Assessment and examination access arrangements may include:

- Reader / reading assistive technology
- Scribe / speech-to-text systems
- Extra time or rest breaks
- Prompting for attention and task refocusing
- Separate / reduced-stimulus testing environments
- Quiet-room and supervised break access

- Modified or scaffolded assessment papers
- Use of a calculator where appropriate to the curriculum stage
- Alternative formats (oral assessments, practical demonstrations, portfolio evidence)
- Modified marking criteria for communication-based needs
- Access to bilingual dictionary where permitted
- Access to assistive technology that supports handwriting, reading or communication

All exam accommodations align with KHDA guidance and are confirmed through professional evidence, student profile and the documented level of need. Arrangements are reviewed annually and recorded through the Individualised Education Plan (IEP), Pastoral Support Plan (PSP) or Individualised Service Agreement (ISA).

1.4 Individualised Service Agreements (ISA)

Where a student requires individualised adult support or therapy beyond the universal school offer, the school will prepare a KHDA ISA. ISAs require parent approval and KHDA validation. CIS does not charge for any service unless formally approved through the ISA process.

1.5 KHDA Categorisation Requirements

Upon admission, each student is categorised under KHDA Table 1 (diagnosed learners) or Table 2 (learners without diagnosis presenting barriers to learning). Severity levels are assigned and updated annually. Documentation is securely maintained and submitted to KHDA as required.

2. Identification and Early Intervention

CIS uses a proactive, evidence-based identification approach. Support begins as soon as a need is observed, following the KHDA expectation that intervention must NOT be delayed pending diagnosis.

Identification involves triangulation of information from:
• teacher observations
• parent insights
• specialist recommendations

• student voice
• work samples
• formative assessments
• behaviour, communication and engagement data

2.1 Internal Identification (KHDA Table 2)

Students without a formal diagnosis are categorised under Table 2:
• Learns with Minimal Support
• Learns with Targeted Support
• Learns with High Levels of Support.

This ensures access to early intervention, targeted adaptations and structured provision pathways.

Table 2: KHDA Barrier Categories (Students Without a Formal Diagnosis)

Barrier Category	Description / Indicators
Learns with Minimal Support	Low-level accommodations; mild or occasional barriers; supported through quality-first teaching.
Learns with Targeted Support	Structured interventions; small group work; regular monitoring and reteaching; specific programmes.
Learns with High Levels of Support	Intensive individualised support; 1:1 or very small group; significant modifications or functional curriculum required.

2.2 Diagnostic Identification (KHDA Table 1)

Where a student has an external medical, psychological or multidisciplinary report, CIS categorises the learner under an appropriate Table 1 disability category and assigns severity levels. Reports are used to guide IEP targets, accommodations and provision planning.

Table 1: KHDA Disability Categories (Students with a Formal Diagnosis)

Category	Description / Sub-categories
Intellectual Disability	Mild; Moderate; Severe; Global Developmental Delay
Specific Learning Disability	Dyslexia; Dyscalculia; Dysgraphia
Autism Spectrum Disorder (ASD)	Level 1; Level 2; Level 3
Communication Disorder	Language Disorder; Speech Sound Disorder; Social Communication Disorder
Attention Deficit Hyperactivity Disorder (ADHD)	Inattentive; Hyperactive–Impulsive; Combined Type
Sensory Impairment – Hearing	Mild; Moderate; Severe; Unilateral / Bilateral Loss
Sensory Impairment – Vision	Mild; Moderate; Severe; Low Vision; Cortical Visual Impairment
Physical Disability	Cerebral Palsy; Muscular Dystrophy; Orthopaedic Impairments
Psycho-Social / Emotional Disability	Anxiety Disorders; Depression; Trauma-Related Disorders
Multiple Disabilities	Co-occurring significant disabilities across two or more categories
Other Health Impairments	Epilepsy; Genetic Syndromes; Chronic Medical Conditions*

*Chronic medical conditions must be recorded separately for KHDA.

2.3 Early Intervention Procedures

Early intervention includes communication scaffolds, sensory adjustments, regulation plans, modified tasks, behaviour support strategies, peer modelling, targeted language groups, visual supports and short-term intervention cycles.

All interventions follow the Assess–Plan–Do–Review (APDR) model.

3. Access to Curriculum

CIS ensures meaningful participation for all students through Universal Design for Learning (UDL), high-quality teaching, multimodal instruction and curriculum adaptation. Access to curriculum may involve differentiation, accommodation or modification.

3.1 Reasonable Accommodations

Examples include:
• visual timetables
• simplified language
• chunking
• sensory breaks
• AAC support
• alternative assessment formats
• scribes/readers
• extended time
• flexible seating

3.2 Modified Curriculum

Modified curriculum pathways are provided for students who are not yet able to meaningfully access age-related expectations within their current year group, even with accommodations in place. Wherever possible, students remain connected to the same topic areas and themes as their peers to maintain inclusion and belonging. However, learning standards and outcomes are carefully adjusted to the student's working level, drawing from earlier year-group objectives to ensure success, mastery and confidence.
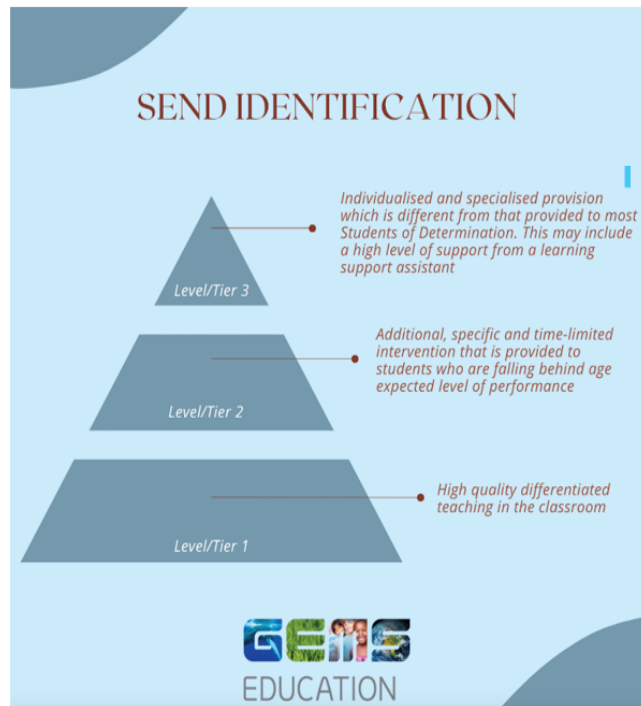
These pathways focus on:

• functional literacy and numeracy
• communication development
• life skills and daily living skills
• personal independence and self-advocacy
• community participation and safety awareness
• social-emotional regulation and wellbeing
• preparation for future qualifications such as BTEC or ASDAN where appropriate

Progress within a modified pathway is measured using individualised outcomes rather than solely age-related grades. Teaching approaches are multisensory, scaffolded and highly structured to maximise engagement, independence and generalisation of skills.

3.3 Alignment with Alternative Pathways
Learners requiring substantial modification may transition to the Alternative Pathways Provision based on APDR review, parent collaboration and specialist input.

4. Provision and the Graduated System of Support (GSS)

SEND IDENTIFICATION

Individualised and specialised provision which is different from that provided to most Students of Determination. This may include a high level of support from a learning support assistant — Level/Tier 3

Additional, specific and time-limited intervention that is provided to students who are falling behind age expected level of performance — Level/Tier 2

High quality differentiated teaching in the classroom — Level/Tier 1

GEMS EDUCATION

Individualised support service – Level 3
Individual Educational Plan (IEP)
May require a Learning Support Assistant (LSA)
Targeted support in class to support learning and reduce barriers to learning
Regular reviews of progress and setting new targets (formal reviews each term and informal reviews when needed)
External therapy sessions (OT/SaLT/ ABA/ group intervention) in school or outside
Access arrangements (scribe, reader, extra time, assistive technology)
Parallel pathways (ASDAN / BTEC)

Targeted support – Level 2
Individualised Learning Plan (IEP)- Student Passport
Speech and Language Therapy (SaLT)
Occupational Therapy (OT)
Intervention (Literacy or Numeracy) delivered by the Achievement center
Councilor support (if required)
Access Arrangements (scribe, reader, extra time, assistive technology)

General support Service – Level 1
A large majority of Students of Determination
Quality First Teaching
No IEP is requited just monitoring and Quality First Teaching

The GSS framework at CIS includes three structured levels aligned with KHDA expectations:

4.1 Universal Support (Level 1)
Universal Support includes high-quality teaching, behaviour expectations, visual scaffolds, multisensory learning, accessible routines, differentiation, sensory strategies, and classroom management systems. All students receive this level.

4.2 Targeted Support (Level 2)
Targeted Support includes:
• small-group intervention
• communication and social skills programmes
• regulation groups
• reteaching cycles
• pre-teaching vocabulary
• targeted literacy/numeracy groups
• partial curriculum modification

4.3 Individualised Support (Level 3)

Individualised Support is for learners with high levels of need. Includes:
• 1:1 support
• significant modification
• daily SCERTS-based communication/regulation instruction
• specialist programmes (SLT, OT, ABA)
• personalised timetables
• assistive technology
• ISA agreements

4.4 Alternative Pathways Provision

The Alternative Pathways Provision supports students with complex needs who require a fully personalised, functional curriculum in order to access learning meaningfully and safely. Placement is informed by a holistic profile of the learner, including cognitive assessments, baseline academic data, functional independence measures and communication profiles, rather than relying solely on medical diagnosis.

Baseline assessments and recent professional reports (e.g., cognitive profiles, speech and language assessments, occupational therapy input) are used to determine the level at which students can demonstrate success. These tools enable the school to identify the most appropriate starting point within the Alternative Pathways, selecting curriculum outcomes from developmental levels that match the child's working stage, not chronological age.

Placement decisions are made through:
• collaboration between Inclusion Leaders, therapists, teachers and parents
• APDR cycles (Assess–Plan–Do–Review)
• classroom observation and engagement analysis
• evaluation of communication access, sensory regulation and emotional safety
• evidence that the student is unable to access age-related curriculum expectations even with adaptations

Progress and placement remain flexible and responsive, with students able to transition between levels within the Alternative Pathways as independence and readiness develop.

Where appropriate, students in the Alternative Pathways Provision access mainstream lessons for non-core subjects such as art, music and PE. These integration opportunities are carefully planned to promote inclusion, social development, communication practice and a sense of belonging. Adjustments and adult support are provided to ensure success, wellbeing and positive engagement in all shared learning experiences.

Curriculum Focus Areas

The curriculum is grounded in:

• SCERTS Framework – social communication and emotional regulation embedded throughout
• ASDAN Personal Progress – accredited learning for functional independence
• Functional Literacy – early reading, writing, communication for daily living
• Functional Numeracy (Numicon) – practical mathematical skills for real-life use
• Life Skills & Independence – self-care, household skills, safety awareness, community access
• Structured Teaching (TEACCH principles) – visual structure, predictable routines, task clarity
• Sensory Integration – regulation strategies embedded into the school day
• AAC Systems – PECS, Makaton, core vocabulary, communication devices to support expressive language

Learning is highly individualised, flexible and taught through multisensory, structured and repeated practice to support generalisation of skills into real environments.
Students in Alternative Pathways remain fully included in wider school life through carefully planned integration into assemblies, playtimes, school events and enrichment opportunities where success and belonging can be ensured.

5. Assessment and Progress Monitoring

Assessment is continuous, holistic and personalised. CIS uses multiple measures including:

• SCERTS scores
• ASDAN checkpoints
• IEP target reviews
• behaviour tracking
• communication sampling
• intervention trackers

• work portfolios
•parent contributions

Progress is reviewed termly, and provision is adjusted based on APDR outcomes.

6. Transitions

Transitions are planned, structured and personalised to ensure continuity of learning, emotional security and communication access. Transition planning includes:
• transition booklets with visuals and key adults
• phased timetables to support settling and regulation
• visual supports to establish routines and expectations
• parent meetings to share information and priorities
• LSA handover sheets to ensure consistency in strategies, communication systems and regulation plans
• staff handover protocols including APDR progress and student profiles
• specialist recommendations from therapists or assessors

Alternative Pathways transitions include extended observation prior to full placement, gradual integration into new routines and communication/environmental mapping to ensure success. When students move between levels or into mainstream lessons for non-core subjects, additional scaffolding and adult support are provided to promote confidence, independence and a sense of belonging.

Regular review points are built into the transition process to enable adjustments based on student readiness, wellbeing and developmental growth.

7. Parent Partnerships

Parents are essential partners in identification, planning, review and provision. CIS ensures open communication through meetings, reports, IEP reviews, workshops, questionnaires and daily communication when needed.

8. Roles and Responsibilities

Local Advisory Board (LAB) Inclusion Link Member

• Monitors inclusion compliance and outcomes
• Ensures provision for Students of Determination is prioritised
• Advocates for equitable resources and access

Director of Inclusion / Assistant Principal – Inclusion

• Leads strategic direction and compliance with KHDA Inclusive Education Framework
• Oversees SoD admissions, placement and provision mapping
• Monitors impact, staffing and resourcing
• Reports progress and improvement priorities to SLT and LAB

SENDCO

• Manage identification, screening and categorisation processes
• Coordinate IEPs/ISAs and APDR review cycles
• Support teachers with planning, differentiation and documentation
• Liaise with specialists and external agencies

Teachers

• Are responsible for the progress of all learners
• Implement reasonable accommodations and differentiation
• Contribute to assessment, evidence collection and student reviews
• Collaborate with LSAs and specialists

Learning Support Assistants (LSAs)

• Promote engagement, regulation and communication access
• Deliver interventions planned by teachers/specialists
• Provide observational feedback and support transitions
• Encourage independence at all times

Senior Leadership Team (SLT)

• Ensure statutory compliance with UAE/KHDA requirements
• Provide staffing, budget and resources for inclusion
• Lead policy implementation and whole-school inclusive culture

Specialists (e.g., SALT, OT, ABA, Wellbeing)

• Provide assessment, therapy and written recommendations
• Train school staff to embed strategies in daily routines
• Support reviews, access arrangements and documentation

Parents / Caregivers

• Share information to support appropriate provision
• Engage in IEP/ISA meetings and agreed strategies
• Support attendance, wellbeing and communication

Students

• Engage using communication tools and supports
• Practise independence and personal goals
• Show respect for others and celebrate strengths

9. Safeguarding Students of Determination

Students of Determination may be more vulnerable. CIS ensures enhanced supervision, risk assessments, sensory-safe spaces, predictable routines, positive behaviour support and zero-tolerance for harmful practices.

10. Staff Training and Continuing Professional Development (CPD)

LSAs receive weekly training. Teachers receive termly inclusion CPD. Training topics include SCERTS, ASDAN, sensory integration, communication strategies,

trauma-informed practices, behaviour support, assistive technology and KHDA updates.

11. Policy Review

This policy is reviewed annually, incorporating stakeholder feedback, KHDA requirements and school improvement priorities.