



School of Modern Skills

Inclusion Policy

(Incorporating the KHDA Discrimination and Special Educational Needs Policies)

Last updated: September 2022





Policy:	Inclusion Policy (Incorporating the Discrimination and Special Educational Needs Policies)
Policy owner:	Director of Inclusion and Student Support Services
Date introduced:	October 2019
Next review date:	August 2023
Date(s) modified/ reviewed:	September 2022



Table of Contents

Scope	4
Definitions	4
Legislation	5
Categories of disability and barriers to learning	6
Inclusion Policy	8
Inclusion –Responsibilities	9
Inclusion – Education Support Team	10
Inclusion and Public Examinations	13
Inclusion – Staff Recruitment and Development	14
Inclusion – Students of Determination	14
Inclusion – Making Adjustments for People of Determination	15
Access to Fair Assessment at Middle and High School	16
Discrimination Policy	17
Purpose	17
Commitment	18
Implementation And Monitoring	19
Special Education Needs	20
18. The Remit of The Special Educational Needs And Disability Department (“Send” - Known In The School As “SMS Support Team”)	20
APPENDIX – KEY PERSONNEL	23



1. Scope

This policy outline's The School's Policy on:

- 1.1 Inclusion;
- 1.2 Disability;
- 1.3 Equality;
- 1.4 Discrimination;
- 1.5 Special Educational Needs.

2. Definitions

The *UAE Federal Law 29 (2006)* defines a **person with special needs** as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The *UAE School Inspection Framework* (p.117) defines a **Special Educational Need** as “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder”.

A **Disability** is a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.'

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing. The definition of “**day-to-day activities**” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.



3. Legislation

3.1 This policy aims to ensure that The School is compliant with the terms:

3.1.1 The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;

3.1.2 UAE Federal Law 2 (2015) against Discrimination and Hatred;

3.2 The School's admissions policy adheres to the stipulations of the **Dubai Inclusive Education Framework (DIEF)** (Published November 2017). The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination

3.3 The School's admissions policy adheres to the stipulations of the **Dubai Law No 2** of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

3.4 The School's admissions policy adheres to the stipulations of **the UAE Executive Council Resolution No (2) of 2017** Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses, 16, 17, and 19; Article 23 clause 4).

3.5 This policy aims to ensure that The School is compliant with the terms of:

3.5.1 The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;

3.5.2 UAE Federal Law 2 (2015) against Discrimination and Hatred;

3.6 The School's admissions policy adheres to the stipulations of the **Dubai Inclusive Education Framework (DIEF)** (Published November 2017).

3.7 The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination

3.8 The School's admissions policy adheres to the stipulations of the **Dubai Law No 2** of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

3.9 The School's admissions policy adheres to the stipulations of **the UAE Executive Council Resolution No (2) of 2017** Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)



Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;

Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;

Article 13 Clause 19: To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

Article 23 Clause 1: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;

Article 23 Clause 4: To provide a special needs friendly environment and academic programs appropriate for students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;

4. Categories of disability and barriers to learning

The following framework is based upon the UAE's unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and Learning	<ol style="list-style-type: none"> 1. Intellectual disability (including intellectual disability-unspecified) 2. Specific learning disorders 3. Multiple disability 4. Developmental delay (younger than 5 years of age)



Communication & Interaction	5. Communication disorders 6. Autism spectrum disorder
Social, emotional, and mental health	7. Attention Deficit Hyper Activity Disorder 8. Psycho-Emotional Disorders
Physical, sensory, and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

The information below expands upon the “12 categories of disability” (identified above).

1. Cognition & Learning

- 1.1 Intellectual disability (mild, moderate, severe)
- 1.2 Specific Learning disorders (dyslexia, dysgraphia, dyscalculia, dyspraxia)
- 1.3 Multiple disability (number of severe barriers caused by more than one type of disability, disorder or condition present)
- 1.4 Developmental delay (global developmental delay, Specific development delay)

2. Communication & Interaction

- 2.5 Communication disorder (Expressive Language Disorder, Receptive Language Disorder, Global Language Delay, Speech Fluency Disorder, Speech Sound disorder, Social Communication Disorder)
- 2.6 Autism Spectrum Disorder (ASD) - (ASD-level1, ASD-level 2, ASD-level 3)

3. Social, emotional, and mental health

- 3.7 Attention Deficit Hyper Disorder (ADHD) - Inattentive, hyperactive, combined type
- 3.8 Psycho-emotional disorders- Depression, Bi-polar disorder, Oppositional Defiance Disorder (ODD), Obsessive/Compulsive disorder, Post-traumatic stress disorder (PTSD)



4. Physical, sensory, and medical

- 4.9 Sensory impairment- Visual impairment, hearing impairment
- 4.10 Deaf-blind disabilities - a combination of sight and hearing loss
- 4.11 Physical disability- Muscular dystrophy, Cerebral Palsy, Spina bifida
- 4.12 Chronic or acute medical conditions

5. Inclusion Policy

Inclusion - Preamble

5.1 This Inclusion Policy sets out the School's commitment to students and staff with special educational needs and disabilities ("people of determination"), providing a framework to contribute to the ongoing development of an enabling environment for all members and users of the School.

5.2 The School will endeavor to

- 5.2.1 Maximize accessibility to the School's services and activities for People of Determination, be they staff, students, alumni, visitors, parents, prospective staff and students, and taking all steps to ensure that no-one is treated less favorably on the grounds of special educational needs and disability.
- 5.2.2 Develop a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to considering access requirements and access arrangements in order to promote equal participation in the School's services and activities.
- 5.2.3 Find solutions to address disabling barriers to learning and participation to individuals with impairments.
- 5.2.4 Create, maintain, and disseminate information about services and facilities available for People of Determination, students, alumni, visitors, parents, and prospective staff and students.



6. Inclusion –Responsibilities

- 6.1 The School is responsible for the well-being of People of Determination, together with actively enabling them to join the School. These responsibilities are delegated from the School's Executive and Senior Leadership Team to Heads of Departments and appropriate representatives on the staff and student side to ensure support for both disabled students and staff. In addition, certain departments, e.g. the Inclusion Department, have particular responsibilities to ensure that specific support is available in line with their active remit.
- 6.2 Support for People of Determination is expected to be a general duty of all staff and students with a specific focus on promoting equality.
- 6.3 Under these duties the School expects staff and students to work towards:
- 6.1.1 Eliminating unlawful discrimination;
 - 6.1.2 Eliminating harassment of People of Determination;
 - 6.1.3 Promoting equality of opportunities between People of Determination and other people;
 - 6.1.4 Involving People of Determination in the formulation of actions;
 - 6.1.5 Promoting positive attitudes towards People of Determination;
 - 6.1.6 Encouraging participation by People of Determination in public life;
 - 6.1.7 Taking steps to meet People of Determination's needs wherever possible and reasonable;
Identifying and analyzing potential discriminatory policies, practices, and procedures in all aspects of the school's activities.
- 6.4 The School has an approach that requires pro-active consideration of disabled access to



services and facilities to ensure adjustments are made in advance of individual People of Determination attempting to use the facilities or access education.

7. Inclusion – Education Support Team

The School has an Inclusion Support Team consisting of representatives of:

Dr. Stephanie Chattman- School Principal

- Effectively communicates a vision of inclusion, ensuring the engagement of the entire school community.
- Conducts a school-wide review of current practices to highlight examples of best practices to grow further, and to identify areas that require targeted improvement. Develops and implements a comprehensive and strategic inclusive education improvement plan.
- Ensures that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice.
- Provides an annual program of continued professional development for all staff at all levels across the school.
- Applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans.
- Ensures that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

Ms. Feryal Mohammed - Governor for Inclusive Education (Inclusion Champion)

The governor for inclusive education is a nominated member of the governing board who is fully committed to, and proactive in, setting and prioritizing a clear vision of inclusion. He or she will, on behalf of the governing body, play a key role in providing support and challenge to the school as it works to achieve an inclusive system of education for students of determination.



- Promotes ideas and modeling practices that support the development of inclusive attitudes and approaches
- Engages thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- Shares information with senior leaders
- Provides the motivation and support required for improvement over time

Director of Inclusion and Support

- Works alongside teachers to observe, assess and identify special educational needs
- Collaborates with outsourced specialists, such as therapists, counselors, or psychologists, to promote student learning, development, and wellbeing.
- Provides advice and guidance to both teachers and parents.
- Promotes high expectations of student learning and achievement.
- Supporting the development of relevant and meaningful learning activities.
- Facilitates collaborative meetings to promote the development of individual education plans.
- Monitors and supports classroom teachers in the development and implementation of specific strategies to overcome barriers to learning.
- Implements evidence-based programs of intervention.

Learning Support / Inclusion Teachers

- Develop the professional role of a “support teacher” who will assist teachers and other education professionals in the provision of instruction to students who experience special educational needs.



- Support students with special educational needs individually through one on one sessions or within small groups.
- Develop the students' IEPs.
- Ensure the implementation of accommodations included in the student's IEP in all learning settings.
- Support students with special educational needs inside the classroom settings.
- Ensure that the role of the support teacher must focus on supporting teachers in an active and sustained manner across the year.
- All Support teachers all the time:
 - Apply formative assessment
 - Apply universal design learning
- Apply Differentiation
 - Implement activities so that students can pursue and achieve curricular-based learning goals.
 - Engage in coaching and co-teaching opportunities with support teachers and other colleagues to accommodate all students within an inclusive learning environment.

Learning Support Assistant

- Ensure that when LSA's are employed by the parents of students who experience SEND, the school implements a memorandum of understanding (MOU) that clearly sets out the terms and conditions of employment within the school.
- LSAs will be required to:
 - Contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instruction.



- Engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team
- Prepare learning materials for use by the student(s) under the direction of the teacher
- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team
- Assist students who require personal care supports (e.g., eating, using the bathroom, dressing)
- Facilitate peer interaction based on guidance from the teacher and Inclusion Support Team. Invite students to help each other and, as required, also engage in non-instructional tasks

8. Inclusion and Public Examinations

8.1 The School uses American and International Examination Boards and therefore in addition has to comply with elements of USA and other International equality legislation in order to be a recognized Examination Board. Thus, the School will ensure that the students and staff at SMS have access to appropriately qualified specialist assessors.

8.1.1 Access Arrangements allow students with special needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the USA Equality Act 2010 and other international legislation to make 'reasonable adjustments.'

8.1.2 Any assessment makes justifiable and professional judgments about the student's potential to complete successfully the examinations/ assessments and achieve the



qualification(s).

- 8.1.3 Where appropriate, the curriculum will be modified so that the learner can facilitate access to examinations/assessments.
- 8.1.4 Additional support in the form of additional time, reader, scribe, and assistive technology is substantiated with documentary evidence held on file for any inspection.

9. Inclusion – Staff Recruitment and Development

- 9.1 The School aims to recruit, train, develop, and retain staff irrespective of any disabilities outlined in the definitions above. The School monitors self-declaration of disability at both the application and appointment stage.
- 9.2 The School offers a variety of training opportunities to meet the requirements of all staff. These are normally held in accessible venues with consideration of the needs of staff with disabilities. All staff with specific access requirements attending a training program are able to request reasonable adjustments or outline requirements that need to be accommodated.
- 9.3 All managers who conduct the annual review of their staff pay attention to the developmental needs of People of Determination together with discussing any reasonable adjustments which may be identified.

10. Inclusion – Students of Determination

- 10.1 SMS welcomes applications from students of determination and those with specific learning difficulties. In order that they can be made aware of possible entitlements and the support that is available to assist them in achieving their potential in school
- 10.1.1 Applicants should declare known disabilities or specific learning difficulty at the time of application;
- 10.1.2 Existing students should declare any disabilities or specific learning difficulties that subsequently come to light at the earliest opportunity thereafter.



10.2 Information provided to the School is held in confidence and shared with relevant colleagues. Disability is in no way linked with academic decisions regarding offers of places.

*** Please refer to the Inclusion Admission Policy in the School's Admission Policy Document.**

11. Inclusion – Making Adjustments for People of Determination

11.1 The School will endeavor to make adjustments when a Person of Determination may be placed at a substantial disadvantage in comparison to a person who is not disabled. Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:

11.1.1 Teaching, including classes, lectures, seminars, and practical sessions;

11.1.2 Examinations and assessments;

11.1.3 Field trips and outings;

11.2 Adjustments may include specific examination arrangements, provision of additional support for learning, adjustments to assessment practices, accommodation arrangements, and specific access issues.

11.3 Similarly, the School will endeavor to make adjustments for disabled employees or potential employees to ensure that they are not disadvantaged. Adjustments may include:

11.3.1 Reallocation of duties;

11.3.2 Altering working hours;

11.3.3 Changing work location;

11.3.4 Modifying equipment (e.g. providing an adapted keyboard or telephone);

11.3.5 Consideration of other roles.



12. Access to Fair Assessment at Middle and High School

12.1 The School is committed to providing continued support to learners with particular needs or requirements on a non-discriminatory basis.

12.1.1 We are committed to making appropriate adjustments, where required, to facilitate learners in completing the course/program as independently as possible.

12.1.2 Our staff is committed to contributing to this practice and the overall aims are to assist students in managing their individual situation and create a more accessible learning and assessment environment for all. In order for this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage in collaboration advice given from the specialist assessor in the SEND Department.

12.2 In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

12.2.1 Ensure the access to fair assessment provision in the Assessment Policy are understood and complied with by any staff involved in the assessment and also by students

12.2.2 Promote equality in relation to the provision of the program and courses of study on offer.

12.2.3 Promote equality in relation to all assessment(s) pertinent to the program and courses offered by the school.

12.2.4 Adhere to all procedures and regulations regarding reasonable adjustments to assessment and special consideration available by the awarding bodies (e.g. Common Core, California Standards)

12.2.5 Ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable.

12.2.6 Request permission for the implementation of specific adjustments from the awarding bodies where required.

12.2.7 Ensure appropriate equipment/staff (technological equipment or any assistant personnel, ie. reader, scribe, practical assistant, etc.) is available for selected



- adjustments and appropriately trained.
- 12.2.8 Use assistive technology, and staff, within the reasonable adjustments framework, as outlined by awarding bodies, without disadvantaging others who are not affected by particular requirements.
- 12.3 It is ultimately the responsibility of the School's Senior Leadership Team, to ensure that this statement and related procedures are published and accessible to all personnel, students, and any relevant third parties. However, the relevant Key Stage Leaders and/or Subject Leaders are responsible for ensuring this information is fully understood by their respective teams and by the students who commence programmes/courses in their area.
- 12.4 Students/Parents have the right to raise any issues related to the implementation of support across school and/or access arrangements.

13. Discrimination Policy

Preamble

- 13.1 The School is committed to encouraging equality and diversity among its staff. It is equally committed to eliminating unlawful discrimination in all aspects of workplace relations beginning at recruitment.
- 13.2 The School, in its provision of educational services and facilities, is also committed against unlawful discrimination of its students, parents, staff and wider public.
- 13.3 The School is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.

14. Purpose

- 14.1 The policy's purpose is to provide equality, fairness and respect for all employees regardless of whether they are on full-time, part-time, permanent or temporary contracts.
- 14.2 The School endeavors that its staff will be truly representative of all sections of society and for each employee to feel respected, safe and secure so that they are able to give their best.

15. Commitment

- 15.1 The School commits that all will be treated equally, “irrespective of their, or their parent's religion, belief, sect, faith, creed, race, color or ethnic origin” (UAE Federal Law No 2 of 2015 against Discrimination and Hatred, Article 1).
- 15.2 The School commits that it will not discriminate unlawfully because of age, disability, gender, marriage, pregnancy and maternity, race (including color, nationality, and ethnic or national origin), religion or belief.
- 15.3 The School commits that it will oppose and avoid all forms of unlawful discrimination. This includes:
- 15.3.1 Pay and Benefits,
 - 15.3.2 Terms and Conditions of Employment,
 - 15.3.3 Dealing with Grievances and Discipline,
 - 15.3.4 Dismissal,
 - 15.3.5 Redundancy,
 - 15.3.6 Leave for Parents,
 - 15.3.7 Requests for flexible working, and
 - 15.3.8 Selection for employment, promotion, training or other developmental opportunities.
- 15.4 The School commits that it will encourage equality and diversity in the workplace as they are good practices and make business sense.
- 15.5 The School commits that it will endeavor to create a working environment free of bullying, harassment, victimization, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognized and valued.
- 15.5.1 This commitment includes training managers and all other employees about their rights and responsibilities under the equality policy. Responsibilities include staff conducting themselves to help the organization provide equal opportunities in employment and prevent bullying, harassment, victimization, and unlawful



discrimination.

15.5.2 All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimization, and unlawful discrimination, in the course of their employment, against fellow employees, students, external stakeholders (e.g. parents), and the public.

15.6 The School commits to take seriously complaints of bullying, harassment, victimization, and unlawful discrimination by fellow employees, external stakeholders, visitors, the public, and any others in the course of the organization's work activities.

15.6.1 Such acts will be dealt with as misconduct under the organization's grievance and/or disciplinary procedures, and any appropriate action will be taken.

15.6.2 Particularly serious complaints and/or acts that amount to gross misconduct could lead to dismissal without notice.

15.6.3 In addition, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations.

16. Implementation and Monitoring

16.1 To better facilitate adherence to the articles stipulated in this policy, The School will:

16.1.1 Make opportunities for training, development, and progress available to all staff via the school's Appraisal (or other relevant) mechanism. Staff will be helped and encouraged to develop their full potential, so their talents and resources can be utilized fully to maximize the efficiency of the organization.

16.1.2 Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in UAE law.

16.1.3 Monitor the make-up of the staff body regarding information such as age, gender, ethnic background, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in the equality policy where reasonable and viable in the context of the UAE.



- 16.2 Monitoring will also include assessing how the equality policy is working in practice, reviewing them at agreed intervals (usually annually), and considering and taking action to address the issues.

17. Special Education Needs

Special Educational Needs and Disability (Send) Overview

- 17.1 The School offers education within the context of a mainstream curriculum; all students should be able to access this curriculum through the medium of English.
- 17.2 The School offers formal support for students with **Special Educational Needs**.
- 17.3 High-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have a Special Educational Need or Disability (SEND)
- 17.4 All teachers are teachers of SEN.
- 17.5 Gifted and Talented criteria are explicit in the Gifted and Talented policy.

18. The Remit of The Special Educational Needs And Disability Department (“Send” - Known In The School As “SMS Support Team”)

- 18.1 The SEN department supports students with **Specific Learning Difficulties** identified in the UAE Inspection framework.
- 18.1.1 **Dyslexia – reading** - Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, and language skills/verbal comprehension.
- 18.1.2 **Dysgraphia - writing/spelling** - Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor



handwriting, and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

18.1.3 **Dyscalculia - using number** - Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures.

18.1.4 **Dyspraxia – fine and gross motor skills** - Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor

18.2 The SEN department supports students with **Specific Learning Difficulties** identified in the UAE Inspection framework.

18.2.1 **Dyslexia – reading** - Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above-average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, and language skills/verbal comprehension.

18.2.2 **Dysgraphia - writing/spelling** - Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting, and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

18.2.3 **Dyscalculia - using number** - Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures.

18.2.4 **Dyspraxia – fine and gross motor skills** - Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning



difficulty, and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

- 18.3 The SEND department supports students with a range of **Educational Needs and General Learning Difficulties** identified in the UAE Inspection framework.
- 18.3.1 Behavioral, Social, and Emotional;
 - 18.3.2 Sensory (Visual and Hearing Impairment);
 - 18.3.3 Physical Disability;
 - 18.3.4 Medical Conditions or Health-related Disability;
 - 18.3.5 Speech and Language Disorders;
 - 18.3.6 Communication and Interaction;
- 18.4 The SEND department identifies and supports students who need extra time for internal and external examinations;
- 18.5 The SEND department acts in a consultancy role to work with class teachers, specialist teachers, parents, and students to draw up cross-curricular targets which aim to support the student and also outlines proposed strategies for learning.
- 18.6 The SEND department maintains the SEND section on the School Database; summarizes the student's needs and outlines learning strategies.
- 18.7 The overall purpose of the SEND department is to develop in students the learning and life skills necessary to access the wider curriculum, to help to extend the most able and to raise each student's confidence and self-esteem.



APPENDIX – KEY PERSONNEL

Inclusion Champion (Whole School)	Board of Governors Representative
Parent Representative	
Student Support and Services	
Director of Inclusion and Support	
Inclusive Education Support Team (IEST) Inclusion Team	Stephanie Chattman (School Principal) Governor for Inclusive Education (Inclusion Champion) Director of Inclusion and Support
	Elementary and Primary Support Teachers: Maha
	Middle and High Support Teachers (Boys' Campus): Michelle Maries Imelda Ala'a Souzan
	Middle and High Support Teachers (Girls' Campus): Visma Mona Souzan
	Social Wokers: Fatima Leyaan