



Inclusion Policy

Ambassador International Academy Mankhool

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Jan 2027	Head of Inclusion	Principal and Vice Principal	

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Legislation and Guiding Philosophy

This policy specifically focuses on provision of support for Students of Determination (SOD). For provision for English Language Learners, please see the Language Policy. The rationale for this policy document is guided by the following key concepts/documents:

- UNESCO's definition of Special Needs Education: "Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an Education programme." (ISCED 2011, p.83, UNESCO)
- IB definition of inclusion: "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning Diversity and Inclusion in IB programmes, 2016)
- Dubai Inclusive Education Policy Framework (2017)
- Implementing Inclusive Education – A Guide for Schools (2019)
- In line with The CIS Code of Ethics our schools' Mission statement and values promote global citizenship, through the holistic approach on international curriculum contributing to active, and compassionate lifelong learning across the world.

Ambassador International Academy therefore aims to be an inclusive school, welcoming all Students of Determination. It is our goal to take action to identify and reduce barriers to learning so that all students can experience success in keeping with their inherent abilities or strengths.

Aims of this Policy

Our Inclusion/Students of Determination policy and information report aims to:

- Set out how our school will support and make provision for Students of Determination (SOD)
- Explain the roles and responsibilities of everyone involved in providing for Students of Determination

Details included within these aims are:

- To ensure that the special educational needs of students are identified, assessed and provided for, starting with the new student Admissions process, and thereafter through the SOD referral process.
- To outline a learning environment that meets the special educational need of each student.
- To clarify the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in barriers to learning for all students, but especially Students of Determination.
- To enable all students to have full access to all elements of the school curriculum.
- To ensure that parents can play their part in supporting their son/daughter's education.
- To ensure that our students have a voice in this process

- The Inclusion Department has the duty of recognising that all students are fully participating as members of a community of learners and that the school follows the KHDA Social Model (Rights Based Model of Disability).

Roles and responsibilities for promoting and supporting inclusion.

Board of Governors

- Committed to develop the knowledge, understanding and skills required to provide effective support and challenge to the school.
- Responsible for monitoring the performance of students and staff across the school in accordance with the agreed policies, procedures and school action plans.
- Designate school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan.

School Principal

The principal, in partnership with the inclusion team will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- Develop and implement a comprehensive and strategic inclusive education improvement plan
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Provide an annual programme of continued professional development for all staff at all levels across the school
- Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

Inclusion Champion

- Promoting ideas and modelling practice that support the development of inclusive attitudes and approaches.
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- Sharing information with senior leaders
- Providing the motivation and support required for improvement over time.

The Leader of Provision for Students of Determination

- Together with admissions department the Leader of Provision coordinates the liaison with previous schools,



organises appropriate support and ensures a smooth transition for Students of Determination.

- Working alongside teachers to observe, assess and identify special educational needs
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- Providing advice and guidance to both teachers and parents
- Promoting high expectations of student learning and achievement
- Supporting the development of relevant and meaningful learning activities
- Facilitating collaborative meetings to promote the development of individual education plans
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programmes of intervention for individual and small groups of students.

Support Teacher

- Serving as a role model, coach and professional mentor for classroom teachers
- Engaging in activities that directly influence the inclusive competence of classroom teachers.
- Forming positive and professional partnerships with classroom teachers to engage them in personalized professional development programmes.
- Working directly with individuals or small groups of students in order to implement interventions and accelerate achievement.
- Modelling effective data literacy to support classroom teachers to be able to analyse assessment information.
- Identifying most appropriate teaching strategies, intervention approaches, learning activities, assessment methods, learning outcomes and collaborative approaches to ensure that all students become fully and actively engaged in the learning process.
- Providing opportunities for the professional development of learning support assistants and give indications on how best to assist individual students.
- Regularly monitoring and evaluating improvements in the teacher's practice, identifying its effect on student learning and outcomes and selecting the focus for further development

Teachers/Teaching Assistants

- Demonstrate and apply knowledge and understanding of the values and principles of inclusive education
- Assessing, evaluating, and reporting on students' progress
- Ensuring that the assessment provides all learners with opportunities to demonstrate their learning, which

is rewarded and celebrated

- Providing a safe, welcoming, and motivating environment for learning
- Work with parents, teachers and external professionals to develop appropriate individual education plans/individual action plan/individual learning snapshot.
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximize their students' achievement.
- Taking part in the development of the IEP and its progress review
- Implementing goals set in the IEP.
- Managing information about students and communicating this information to parents and other relevant personnel
- Supervising and coordinating work with the LSAs
- Promoting student interactions with their peers
- Whenever necessary, create opportunities that facilitate the meaningful participation of all students in the common learning environment.

Learning Support Assistants

- Ensuring that the students of determination have access to education by implementing small group or individual instruction.
- Collaborating with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.
- Promoting access to targeted support outside the classroom
- Developing social/emotional skills
- Following classroom policies developed by the teachers.
- Involvement in assessment processes, record keeping, lesson-planning, monitoring progress and resource development.
- Aiding the teacher in the development of a stimulating and productive learning environment.
- Encouraging the independence of the student throughout the school environment and during the school day.

Counsellors

- Establishing rapport with students during class-interactions, class-observations, informal visits and occasional meetings.
- Developing trust, confidence and conviction among students towards the wellbeing department.

- Through classroom interactions, inculcating students with positive personality traits, problem solving techniques, study skills, values, morals, good academic skills and overall success.
- Observing class dynamics, student's inter-personal and intra- personal skills, relationship with teachers, school & its property and class-room behaviour.
- Promoting healthy lifestyle among students for overall development through activities, discussions, assembly etc.
- Arranging for periodic workshops and interactive sessions, by external professionals for students on different topics like friendship, self-discipline, developing own value system, self-esteem, study-skills, anger-management, bullying, memory, mind-mapping, time management and social skills, etc.
- Organising interactive sessions, by external professionals for parents on topics like stress free parenting, effective communication, positive parenting, parenting in nuclear family, behaviour management of common growing up problems, helping children with different developmental needs etc.
- Training teachers with classroom management skills, anger management, behaviour, social & emotional concerns, dyslexia, autism spectrum disorder, oppositional defiance disorder, conduct disorder & other special educational needs, effective communication, work ethics etc.
- Giving timely recommendations to teachers and parents to support their students/child for more effective practices at school & home respectively.
- Short or long-term case work with individual students, teachers, families regarding issues including mental health, poor academic performance, low self-esteem, behaviour, emotional, substance abuse, physical abuse, rehabilitation, social adjustment, childcare, and/or medical care.

Identification and Assessment of Need

Identification

During the admission and enrolment procedure, potential learning and behavioural needs of students might come to light. It is the duty of the admissions officers to ensure that this information is communicated to the Inclusion Team.

The KHDA guide on Implementing Inclusive Education (2019), identifies three specific indicators of concern. These are:

- When students make significantly slower progress than their peers starting from the same baseline.
- When a student fails to maintain or improve on previous progress rates.
- When a student's attainment gap widens, in comparison to same-aged peers.

Ambassador International academy employs both formal and informal means of identifying special educational

needs. Students are identified as requiring additional learning support through one or several of the following means:

- Teacher observations and assessment
- Formative and Summative Assessments
- Formal educational diagnostic assessments (CAT scores or GL Progress tests)
- Screening tools/Classroom Observations
- Parental concerns, via appropriate channels. This may include meetings or emails shared with the Principal, Vice Principal, MYP Coordinator, PYP Coordinator, Subject Heads or Leaders of School sections, Student Counsellor, Inclusion Department, subject or specialist teachers.
- New students with supporting documentation of a diagnosed learning difficulty or provision of additional support from a previous school.
- Psychological or medical diagnosis

Referral Process

Teachers follow the referral steps outlined below when indicators of concern are present in terms of physical, intellectual, social and emotional development.

- Teachers will provide differentiated activities, make their observation, and record anecdotal notes for two to three weeks depending on the student's requirement.
- Consultation with the Inclusion team and student's other teachers to collaborate on possible strategies to address the identified need.
- Should no progress be noted, the class/subject teacher contacts parents to discuss making a referral for additional support and confirm parental consent.
- Referring teacher completes the SOD referral form and submits it to the Head of Inclusion.
- Inclusion team may suggest to parents/guardians that an assessment should be conducted by an outside agency, such as by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist.
- Observation by the Inclusion Team will be done to confirm the challenges reported and type of need will be identified according to the *2019-2020 Revised Categorization Framework for Students of Determination*.
- Communication is maintained between the Head of Inclusion, Inclusion Teacher, Class/Subject Teacher and the external agencies which may involve in supporting the student.
- Class/Subject Teacher and Inclusion Teacher work in collaboration to create a leaning plan and intervention is implemented to monitor progress.
- Parents have the right to decline support, a choice that will be documented accordingly. In the event

that parents opt against support for their child, they are required to provide a plan outlining their intended assistance, such as external therapy, home program, etc.

Level of Intervention and Provision of Support

The diversity of need experienced by the students of determination requires a graduated approach to intervention.

Level 1/Wave 1: Universal – Students are monitored in class.

- The student may have an Educational Psychological Report; however, their need does not require either push in or pull-out learning support.
- High quality teaching in the classroom, where teachers accommodate individual differences in ability, learning style and behaviour.
- Effectively differentiated classroom practice.
- On-going and timely assessments which inform if any further provision is needed.
- Parents are kept informed of their child's progress and are invited to contribute to the review.
- The Inclusion & Well-being Department will be available to offer advice on home plans, strategies and interventions to both the teachers and parents.
- In the event that a student's need for level 1 support is determined to be no longer necessary, the Head of Inclusion will issue an exit letter to communicate this development to the parent.

Level 2/Wave2: Targeted Support

- Targeted support plans (IAP/IBP) for each student provides strategies to the teachers to work with the student.
- In-class support and/or curriculum modification/differentiation/accommodations may be provided to enable a student to engage with, and participate in, appropriately challenging learning experiences.
- Withdrawals for sessions will only be considered if the support deemed necessary cannot be delivered within the classroom environment or if the student has intervention program from an outside agency.
- Support teachers and/or in-school specialists are likely to support this process by observing lessons and making recommendations.
- Awareness is promoted through professional coaching and monitoring.
- Interventions and progress are monitored by the Inclusion Department with other school staff.

Level 3/Wave 3: Specialist Support

- Individualised programmes to accelerate progress or enable students to achieve their potential.
- These students may have specific and/or exceptional needs that require the support from outside professionals for specialist interventions.

- IEP (Individualised Education Plan) is prepared which will provide detailed support for differentiation, modification and accommodation.
- If required, individualised and specialised provision may include the employment of an Individual Support Assistant (LSA). The LSA must be approved by the Inclusion Team but it is the financial responsibility of the family.

** Transitions occur between the different tiers, guided by the joint effort of educators and parents. This process incorporates substantiating evidence in the form of current data streams and observations.*

Assessing and reviewing student progress

Progress of SOD will be determined by the same methodology and testing as all students against age-related and subject/curriculum area expectations. The responsibility for assessing this progress is the class/subject teacher, supported where necessary by the Inclusion team and Learning Support Teachers with input directly from the student and parent/carer, where appropriate.

Additionally, and importantly, progress will also be measured by the students' achievement against their personal targets set in their Individual Support Plan or IEP/IAP/BSP/ILP. This is measured through a progress tracker embedded in their Individual Support Plan. Based on this premise, a student is making expected progress if s/he is achieving their targets within the appropriate timescale. S/he is making better than expected progress if s/he is exceeding personal targets and/or achieving stretch targets, both in terms of competency and within (or faster) timescales.

Monitoring and Evaluating the need for additional support

Students will no longer receive additional learning support if their progress is considered adequate. Adequate progress can be defined as progress which:

- Closes the attainment gap between the student and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers.
- Matches or betters the child's previous rate of progress.

If a student on level 2 support continues to make little or no progress after a differentiated programme, the Head of Inclusion, after consultation with the Learning Support team, will recommend that parents seek external assessment for further diagnosis of need. Specialist assessment and recommendations will then be incorporated into an IEP.

Provisions

Within both the standard school service and supplementary offerings, an array of support mechanisms can be utilized to aid individual students. The selection of appropriate support for individual students will be a joint decision involving the Head of Inclusion, Homeroom Teachers, Inclusion Teachers, and parents. This selection will be rooted in the specific needs of the student, the existing staff and resources at hand.

At AIAM, the standard school service encompasses:

- Brief yet intensive interventions and strategies implemented within the classroom environment.
- Comprehensive support delivered through focused withdrawal sessions in collaboration with the Inclusion Team.
- In-class assistance provided by the class teacher, Inclusion Teacher, or Learning Support Assistants (LSAs).
- Inclusion Teacher's guidance through cooperative planning and professional development assistance.
- Additional student assistance options, such as peer tutoring, buddy systems, or circle of friends. Implementing these approaches requires thorough planning, potential training, and a designated individual to oversee and supervise.
- External assistance from appropriate external agencies, such as Student Support services, speech and language therapy, occupational therapy, behaviour support services, and counselling services, among others.
- If required, Individual Student Support Assistant (ILSA)
- Modified Curriculum and Assessments - tailored to concepts that the student has been taught and methods they will be able to attempt.
- Exemption from learning additional languages – (Subject to approval from KHDA for Arabic language)
- Alternative pathways for students requiring extensive support in higher grades – BTech, ASDAN.

Special Access Accommodation Provisions:

As per IB Guidelines access accommodations are provided to the students of determination. To avail this accommodation, there is a need for supporting documents. i.e., Psychological/ Psycho-educational/ Medical report - Standard scores requested in psychological reports and/or areas assessed may be in line with the learning support requirements. Examples of educational evidence are - Teacher(s) observations, sample of work, evidence of access in previous school/ year groups/ grades.

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements. Arrangements must be



accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires.

The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student (IB - Access and Inclusion Policy, 2018).

Following access accommodations can be provided based on the IB access arrangement guidelines:

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Extra opportunities to retake examinations	Yes
Deferral	Yes
Extensions	Yes
Flexibility in examination/assessment location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes
Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No
Aids	No
Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes



Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No
Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes
Language exemptions (2 nd language /3 rd language)	Yes

***Details related to access accommodations can be found in Appendix B**

Transition to Other Educational Establishments

Ambassador International Academy advocates for children with diverse abilities and assists in their seamless transition to new educational institutions. We facilitate this transition by preparing comprehensive exit reports for students who are relocating to other schools, both within the local community and abroad. These reports detail the specific requirements and accommodations that the student necessitates, along with an overview of the tailored programs that were implemented to aid the student's progress.

Appendices

Appendix A: Admissions Policy for Student of Determination

A student will be regarded as a Student of Determination, if they have a learning difficulty or disability that calls for special educational provisions to be made for them. A student has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(Implementing Inclusive Education: A guide for schools, 2019)

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We offer additional learning support where we can help the child to progress. All students are provided equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their Educational Program.

The school being fully inclusive follows an open policy; students are not refused admission based on their experience of special education or disability. All efforts are made to accommodate different learning needs as per federal law and the guidance and procedures given by KHDA are strictly followed. For students with Special Educational Needs and Disabilities, the following measures are useful in assessing the level of individuals to ensure that appropriate provisions are available for each student.

- Parents/Carers are expected to disclose any SEND which has been identified previously.
- The application should be accompanied by previous IEPs (If any)/Medical/Psychological assessments (If any).
- Foundation stage students are assessed in the group environment in order to take into account their school readiness and social skills. Students should be toilet trained before joining the school.
- Failure to disclose any previously identified needs, including the deliberate withholding of information, may result in the cancellation of admissions.
- Students requiring significant support to access the school will be referred to external centers having MOU with the school. Once assessed and confirmed by the center the child can be considered for admission.
- Parents are usually asked to view the services and arrangements the school offers before a mutual decision regarding a student's admission is taken and finalized.
- Parents are required to support and comply with the specific recommendations made by the school.
- Any new applicant identified as a SOD will be referred to the Inclusion Team, who will in consultation with the Principal/Vice Principal study the reports, observe and assess the child to provide appropriate provisions.

[Appendix B: Additional Time during internal and external examinations](#)

- Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate have assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges to 25% additional time (15 minutes for each hour of the examination) or the standard applicable to most candidates to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges. In exceptional cases, or for candidates with visual impairment working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour the additional time should be given on a pro rata basis.



- For a large number of candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports. For candidates with medical and/or psychological conditions or physical and/or sensory challenges, a medical report stating the condition and preferably the need for the requested access would determine eligibility. Further, educational evidence from the school stating that amount of extra time required is the candidate's usual way of accessing classroom tasks and assessments and providing justification for the same would also be required for consideration of requests for additional time.
- The school is responsible of making the arrangements (scribe, reader, prompter, practical assistant or communicator) for the student. Coordinators must inform the student and parents as to the special provisions which are going to be in place.
- For all candidates who require considerations, a detailed report (medical and/or psychological) is required which supports the documentation of the student. The IBCA (International Baccalaureate Curriculum and Assessment) may request additional information if needed. For special considerations, medical and/or psychologist report must be done no earlier than the previous academic year before the start of the student's study of the Diploma or Certificate Programme.
- Spell checkers can be used for extended essay and internal assessments. However, for written examinations a computer can only be used for its sole purpose of an alternative to handwriting. If a student has severe dyslexia, then the IBCA will make provisions (if approved) to use a spell checker. The use of technology cannot provide the student with an advantage.
- Coordinators need to get an approval for internal and external exams from the IBCA of text to speech (voice) technology.
- A scribe and a reader can be used during internal and/or external examinations.
 - a) A scribe needs to make sure to write the responses verbatim
 - b) If drawing any diagrams – the scribe must follow exactly what the student instructs.
 - c) The scribe cannot offer any assistance to answering questions.
 - d) If the student requests this, the scribe and/or the reader can read back what was written.
 - e) A reader can read the question more than once (upon the students' request). The reader cannot do the following: Reword a question, explain a question, emphasize any phrases or words, give advice.

Appendix C (Guidelines for ILSA)

1. Additional time - As per IB Document Candidates with Special Assessment, the students have additional time (10%, 25%, 50% or 100% - depending on their needs).

2. Rest Periods - As per the IBO Document Candidates with Special Assessment, students with identified special needs or additional needs can have 10 minutes of rest period in an hour. During the rest period, the student cannot read and/or answer the exam paper. If a student needs to go out of the room, he/she must be accompanied to ensure the security of exam is maintained. Rest periods do not count as additional time.

3. Computers - Laptops are exclusively permitted for use as sophisticated typewriters. They will not have internet access, a thesaurus, or spell checker, unless authorized by the IB. Their purpose is solely for typing, akin to a traditional typewriter.

4. Scribe - The transcriber must accurately record the student's responses, following their instructions precisely for drawings, mappings, and graphs. No answers should be provided. Answers can be read back upon student request. Changes or deletions to answers are allowed based on student instructions. Prompting is used selectively for specific students as needed.

5. Reader - The reader is required to follow directions and material precisely. Upon the student's request, the reader may repeat questions, passages, directions, etc. However, the reader is not permitted to alter the wording of the questions.

6. Prompter - To ensure students' attention and focus during exams, utilize a gentle tap on their arm and/or desk for prompting. Avoid using verbal prompts.

For detailed information regarding English Language Learner (ELL) and Able, Gifted and Talented (AGT) provision, please refer to their respective policies.

For further information about Ambassador International Academy, visit our website www.AIAMdubai.com