

# Students of Determination Policy

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| Approved/reviewed by               |               |
| Head of Inclusion: Hannah Docherty |               |
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At Fairgreen International School, we are dedicated to fostering the holistic development of all students through a wide range of inclusive and affirming support services. In alignment with the IB's mission to develop inquiring, knowledgeable, and caring individuals, we embrace and celebrate the diverse ways in which students think, learn, and thrive. By prioritising mental and physical well-being alongside academic growth, we create a balanced and supportive environment where every student can feel valued, happy, and successful.

## Aims

- Foster a culture of inclusion by celebrating diversity, building understanding within the school community, and ensuring every voice is valued and respected.
- Ensure equitable access to high-quality education by offering personalised support and tailored accommodations to meet the unique needs of each student.
- Empower staff with the skills and knowledge to support Students of Determination and those with Additional Educational Needs through neuro-affirming, evidence-based practices.

## Philosophy

At Fairgreen International School, we believe that inclusion enhances learning for all by fostering a culture of belonging, where every individual feels valued and supported. Our neuro-affirming approach recognises, respects, and nurtures the unique strengths and needs of each student. We are committed to creating accessible learning environments that reflect our vision of a just, equitable, and inclusive global society.

Fairgreen is dedicated to ensuring equitable educational opportunities for all students through collaboration, mutual respect, and a shared commitment to problem-solving. Inclusion is at the heart of our Mission

and Vision, ensuring the voices of all members of our community are heard, valued, and considered.

We strive to build a school community that mirrors the diverse, inclusive, and equitable global society we aspire to create. By fostering a culture of belonging, we ensure that our learning environments are accessible to all students, including those with additional support needs, students from culturally and linguistically diverse backgrounds, and those who are gifted and talented.

## Legislation within the UAE

The outlined policy is in line with the below legislation and guidance:

- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- UAE Federal Law. 29(2006)
- Federal Law 2 (2014)
- Dubai Inclusive Education Policy (2017)
- Implementing Inclusive Education: A Guide for Schools ( 2019)
- Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019)
- Executive Council Resolution No. (2) of 2017 – Regulating Private schools in the Emirate of Dubai. With specific reference to
  - 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 the 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.

## School Support

In compliance with KHDA guidelines, Fairgreen International School is committed to supporting students, staff, parents, and members of the wider community who are neurodivergent.

At Fairgreen, our highly qualified and experienced inclusion team is dedicated to identifying and addressing the needs of our students. Processes are in place to assess individual requirements, develop Individual Education Plans (IEPs), and provide small-group support. These professional services are offered free of charge to the Fairgreen community. While we strive to meet the needs of every student, the level of support we can provide is within the resources and expertise available at the school. For additional or specialised support, we collaborate with families to explore suitable options.

For additional support beyond the school's provisions, such as Individual Learning Support Assistants or specialised therapies, the costs will be the responsibility of the parents. The implementation of such services will be collaboratively planned with parents through a team meeting to discuss the student's needs, desired support, and next steps.

For further details on available support and the procedures for engaging an Individual Learning Support Assistant, please refer to the following policies:

- [Curriculum Exemption and Support](#)
- [Individual Learning Support Assistant](#)

## Roles and Responsibilities

### Role of Governor for Inclusion

- Ensure the school communicates an inclusive admissions policy and encourages applications from Students of Determination.
- Hold the inclusion team accountable for implementing the strategic inclusion plan.
- Monitor educational performance using inclusive outcomes and impact measures.
- Promote a vision of inclusion and embed best practices in teaching and learning.
- Prioritise inclusive practices in recruitment, induction, and professional development.
- Conduct regular reviews to identify and celebrate best practices.

### Role of the Principal's and SLT

- Communicate and engage the community with a vision of inclusion.
- Support the implementation of the strategic inclusion plan.
- Ensure all staff understand their roles and responsibilities under the Inclusion Policy.
- Ensure staff have the support needed to embed inclusive practices.
- Prioritise inclusion in recruitment and induction.

### Role of Head of Inclusion

- Uphold and review the Strategic Inclusion Plan.
- Monitor and evaluate evidence-based interventions and provision mapping.
- Support teachers in removing barriers to learning and fostering student success.
- Monitor data to ensure most students exceed expectations.
- Collaborate with external agencies, teachers, and parents, providing advice and guidance.
- Promote high expectations for Students of Determination.

### Role of Middle Leaders

- Provide a balanced, differentiated curriculum for all students.
- Monitor student progress and implement personalised interventions.
- Collaborate with the Inclusion Department and update on student needs.

### Role of the Inclusion Teacher

- Mentor teachers and spend at least 60% of time supporting inclusive teaching practices.
- Dedicate 25% of time to working directly with students on interventions.
- Create, monitor, and revise IEPs, and foster collaboration among staff.
- Assess and record support progress, promoting differentiation and resource sharing.

### Role of the Teacher

- Meet student needs through inclusive practices like differentiation and scaffolding.
- Implement accommodations and ensure Exam Access Arrangements (EAAs) are applied.
- Identify learning needs and work with the inclusion team to provide support.
- Foster a safe, welcoming, and motivating learning environment.
- Deliver whole class, small group, and individual instruction.
- Collaborate with the Inclusion Team and engage in self-development to enhance inclusive teaching.

### Role of the Student

- Advocate for their needs at an age-appropriate level.
- Secondary students with EAAs are responsible for coordinating their arrangements with teachers.

### Role of Parents

- Disclose all relevant information about their child during enrolment and school tenure.

- Attend inclusion meetings and maintain open communication with the school.

## Systems of Support for Inclusive Education

### *Meeting the Needs of Students of Determination*

#### Referral Process

Students can be referred to the Inclusion Team by teachers, parents, or themselves through the established Fairgreen referral pathway. The Inclusion Team collaborates with all stakeholders to gather relevant information using a Student Referral Form.

Once all necessary data is collected, the Inclusion Team, in partnership with teachers, parents, and, when appropriate, the student, determines the most suitable next steps.

#### Graduated Response

The Inclusion Team works closely with classroom and specialist teachers to provide differentiated and inclusive support tailored to each student's needs. Scaffolds and accommodations are designed to ensure students can access the curriculum in ways that align with their strengths and learning profiles. Targeted and intensive support is developed in collaboration with all relevant stakeholders and personalised to meet individual goals (see Appendix 2 for details on graduated support).

Support services available at Fairgreen include:

- Initial screenings
- Small group interventions
- In-class support
- Exam access arrangements

## Individual Education Plans (IEPs)

IEPs are designed to support students by addressing identified barriers to learning in a strengths-based and personalised manner. These plans are created collaboratively with students and their parents, ensuring they reflect the student's voice. IEPs are shared with all relevant teaching staff to promote consistency and alignment in implementing accommodations and strategies.

Fairgreen International School uses the EduKey Provision Mapping platform to create, monitor, and review IEPs. Teachers have access to IEPs and Student Passports, ensuring that student goals and accommodations are applied effectively across all areas of the curriculum.

The Inclusion Team also liaises with external providers and Learning Support Assistants to ensure that support remains relevant, affirming, and impactful. Support aligns with the KHDA Categorisation Framework for Special Educational Needs and Disabilities (see Appendix 3). Each student's barriers to learning, as well as their strengths, are clearly identified and addressed within their IEP.

## Admissions Procedure for Students of Determination

Fairgreen International School is committed to ensuring non-discriminatory practices in the treatment of all students, including prospective students, and warmly welcomes applications from Students of Determination..

Parents/guardians are encouraged to disclose any additional support needs, medical conditions, or special circumstances their child may have prior to the admissions process. This information enables the school to review and plan for appropriate provisions upon the student's entry.

Where reasonable adjustments can be practically made based on the provided information and expert advice, the school is dedicated to

implementing those adjustments to support the prospective student's enrolment. To support all students effectively, the school offers specialist teaching and interventions through its Inclusion Team. If additional support beyond the standard school services is required, the school collaborates with families by providing contact details for external providers.

For more information on the admissions process please refer to our admissions policy on our webpage.

## Identification and Early Intervention

Identification and early intervention involve a thorough and collaborative process in which education providers and professionals use formal and informal assessment methods to understand and identify a student's unique educational needs. This information guides the implementation of targeted, strengths-based, and evidence-informed interventions designed to support learning, growth, and progress. Students' academic, social-emotional development, and attitudes to learning are continuously monitored and used to adapt and plan appropriate provision.

For current students, any additional learning needs or barriers identified through external assessments should be shared with the school promptly to ensure timely and effective support. Once a potential barrier is identified, the school applies a graduated approach to collaboratively address and support the student's needs, ensuring they can access their learning in a way that respects and builds on their individual strengths.

## Inclusion register

The Inclusion Team keeps a register of students. The register will indicate Students of Determination who have identified needs. The register will identify the Student of Determination's needs according to the KHDA Revised Categorisation Framework. This information is data protected in line with school policy. All relevant staff are responsible for ensuring familiarity with the content and for using the information in their teaching and learning.

The register indicates which of the following levels of support the student receives:

- **Level 1:** The emphasis is on high-quality, inclusive teaching for all pupils including those with an identified learning need.
- **Level 2:** Continued focus on high-quality, inclusive teaching with the support of the inclusion team providing targeted interventions to support students in overcoming barriers.
- **Level 3:** Long-term personalised support is planned in conjunction with the teacher, parents and inclusion team.

## The wellbeing of Students of Determination

At Fairgreen, we aim to promote positive mental health and wellbeing for every school community member. Wellbeing is a central pillar and illustrates the importance of our philosophy that academic excellence can only be achieved when the wellbeing of the individual and the school is prioritised. The inclusion team is focused on building positive relationships with individual students and monitors their wellbeing through whole school and individual approaches when needed.

To learn more about Wellbeing at Fairgreen please review the Wellbeing policy.

### *English Language Learners (ELL)*

The ELL Coordinator supports the ongoing needs of the English Language Learners (ELL) at Fairgreen International School. For more information on support for ELL please refer to the English Language Learners policy.

### *Gifted and Talented*

Fairgreen International School understands the importance of supporting our most capable students. Please refer to the Gifted and Talented Policy for more information on this.

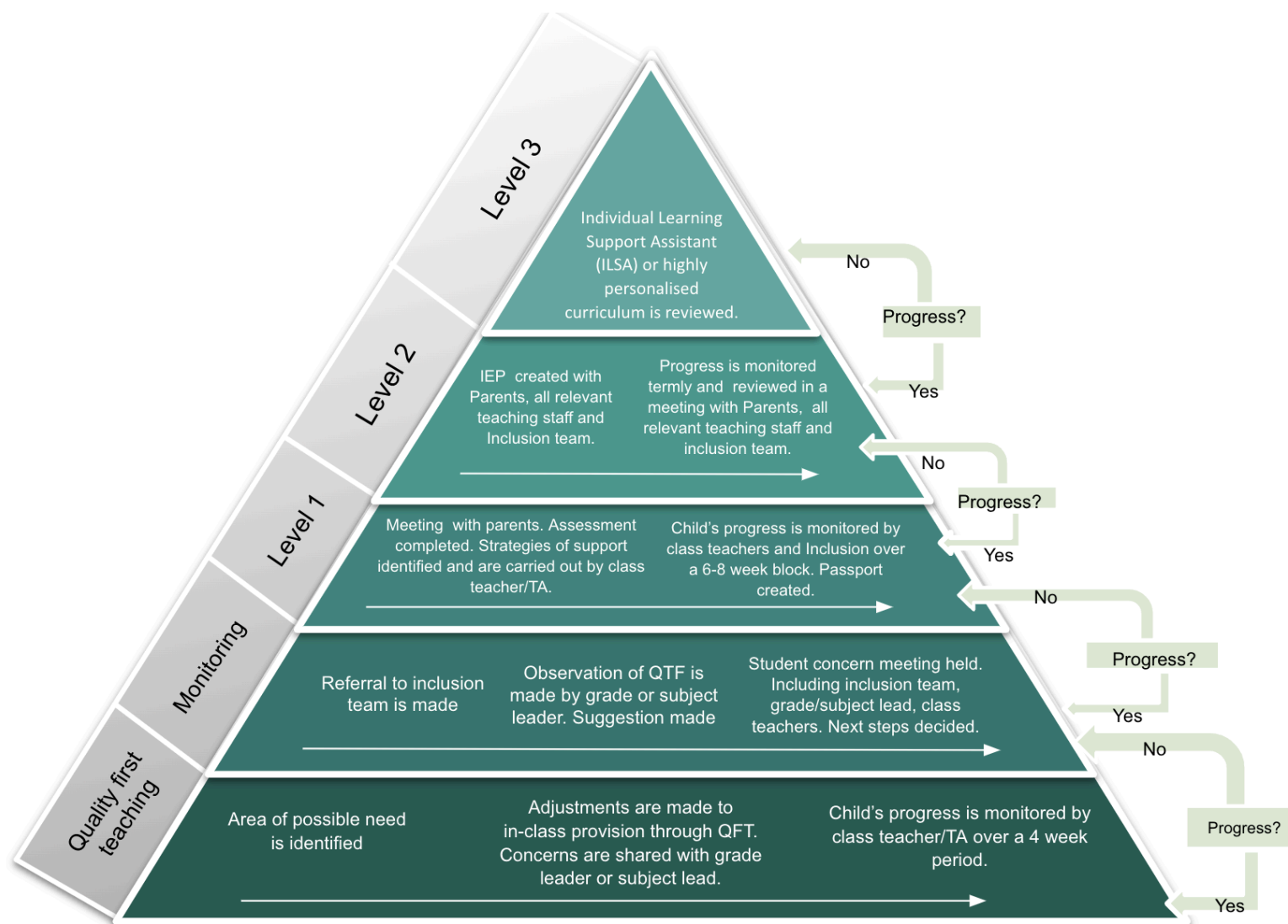
### *Social and Emotional*

The Head of Counselling supports students holistically. They work collaboratively with teachers and the administration team to foster a culture of care and ensure equitable access to all enrolled. For more information on the support provided by the counselling team, please refer to the counselling policy.

## Complaints Procedure

Any complaints related to the provision for Students of Determination should be made to the Head of Inclusion, Primary or Secondary Principals or Director of Fairgreen International School.

## Appendix 1 Referral Process



## Appendix 2 Graduated Response Model at Fairgreen International School

| Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>A student may be placed on monitoring if:</p> <p>They have been receiving support from a member of the inclusion team in the last 6 months.</p> <p>They have exam accommodations which are outlined in a formal external report or have been identified as needing accommodations through internal assessments which include standard scores.</p> <p>They are currently in Pre-k or KG1 and it is unclear if the individual is meeting milestones at a slower (but still expected) rate, is being impacted by lack of experience in a formal education setting or due to a barrier to learning.</p> | <p>At level 1, support includes:</p> <p>Quality first teaching. Emphasis on high-quality, inclusive teaching for all pupils in a class.</p> <p>This may include early interventions such as occupational therapy or speech and language therapy.</p> <p>This may include general support from the inclusion team.</p> <p>Students may have exam accommodations.</p> <p>Progress will be monitored throughout the whole class and subject data in coordination with the classroom and subject teachers and the inclusion team.</p> | <p>At level 2, support includes:</p> <p>Quality first teaching. Emphasis on high-quality, inclusive teaching for all pupils in a class.</p> <p>May include external interventions such as occupational therapy or speech and language therapy.</p> <p>Students will receive targeted interventions from the inclusion team with a focus on their barriers to learning.</p> <p>Students may have some curriculum exemptions (usually one subject or curriculum area).</p> <p>Students may have exam accommodations.</p> <p>Students may receive push-in support in lessons.</p> <p>Progress will be monitored through the whole class and subject data in coordination with the classroom and subject teachers and the inclusion team, as well as reviewing IEP targets and through the entry and exit points for interventions.*</p> | <p>At level 3, support includes:</p> <p>Quality first teaching. Emphasis on high-quality, inclusive teaching for all pupils in a class.</p> <p>Students may have a parent-paid Individual Learning Support Assistant (ILSA) and/or they may have significant curriculum exemptions (usually two or more subjects or curriculum areas).</p> <p>May include external interventions such as occupational therapy or speech and language therapy.</p> <p>Students will receive targeted interventions from the inclusion team with a focus on their barriers to learning.</p> <p>Students may have exam accommodations.</p> <p>Students may receive push-in support in lessons.</p> |

*\*Early Years (EY) students may be placed at this level without an IEP if they receive interventions from the inclusion team. This placement applies when it is unclear whether the need for support is due to limited*

*experience in a formal education setting, developmental delays, or a specific barrier to learning.*

## Appendix 3 KHDA Categories

| Common barriers to learning         | Categories of disability<br>(aligned with the UAE unified categorisation of disability)                                                                                                                                                                                               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition and learning              | <ol style="list-style-type: none"> <li>1. Intellectual disability (<sup>1</sup>including Intellectual disability - unspecified)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than five years of age)</li> </ol> |
| Communication and interaction       | <ol style="list-style-type: none"> <li>5. Communication disorders</li> <li>6. Autism spectrum disorders</li> </ol>                                                                                                                                                                    |
| Social, emotional and mental health | <ol style="list-style-type: none"> <li>7. Attention Deficit Hyper Activity disorder</li> <li>8. Psycho - emotional disorders.</li> </ol>                                                                                                                                              |
| Physical, sensory and medical       | <ol style="list-style-type: none"> <li>9. Sensory impairment</li> <li>10. Deaf-blind disability</li> <li>11. Physical disability</li> <li>12. <sup>2</sup><i>Chronic or acute medical conditions</i></li> </ol>                                                                       |

