FAIRGREEN INTERNATIONAL SCHOOL

an Esol Education school

Inclusion: Students of Determination Policy

Approved/reviewed by	
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Purpose and Scope

The purpose of this policy is to set out Fairgreen's commitment to inclusive education, covering Students of Determination, students with additional learning needs, students who require reasonable accommodations, and students who may be monitored because emerging evidence suggests that barriers to learning, communication, regulation, sensory access, physical access, social participation or emotional wellbeing may be affecting their school experience.

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.

Principles of Inclusive Education

Principle	What this means in practice
Needs-led and barrier-led	Support is based on identified barriers and functional impact, not on diagnosis alone.
Access before withdrawal	Classroom adaptations and inclusive teaching remain the first response. Withdrawal or individual support is used where it has a clear purpose and reviewed impact.
Student voice and dignity	Students are involved in understanding what helps them, expressing preferences and developing independence at an age-appropriate level.

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Collaboration	Provision is planned with teachers, families, students, Inclusion staff, school leaders and external professionals where relevant.
Impact and independence	Support is reviewed through evidence of access, participation, progress, wellbeing, regulation, engagement and independence.

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
- International Baccalaureate access and inclusion principles and requirements

Standard School Service and Additional Individualised Provision

Fairgreen provides a standard school service for Students of Determination through the school's basic tuition fees. This is the ordinarily available inclusive provision that can reasonably be delivered through the school's staffing, resources, systems and whole-school provision map.

Standard School Service

- reasonable adjustments, adaptations and responsive classroom practice
- consultation and guidance from the Inclusion Team

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- school-based screening, observation, assessment and monitoring
- Student Passports, Individual Education Plans, behaviour plans or other personalised plans where required
- targeted small-group or individual intervention where this forms part of the provision map
- shared support from Inclusion staff and school-employed Learning Support Assistants
- counselling, pastoral and wellbeing support through the school's agreed systems
- assistive technology, accessibility support and appropriate learning support spaces
- staff guidance, modelling, coaching and professional development
- parent guidance, review meetings and transition planning where required

The nature, frequency and duration of support will vary according to identified need. Individual or small-group support within the standard school service does not create an entitlement to a dedicated member of staff.

Additional Individualised Provision

Where evidence demonstrates that a student requires sustained, highly individualised, dedicated or specialist provision beyond what can reasonably be delivered through the standard school service, additional individualised provision may need to be considered.

This decision will not be made solely because of a diagnosis, category of need or number of sessions. The school will consider:

- the student's strengths, needs and barriers to access, participation and learning
- reasonable adjustments and standard provision already implemented
- evidence of the impact of previous and current provision

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- the frequency, duration, intensity and level of individualisation required
- the level of adult support, supervision or specialist expertise required
- the student's wellbeing, safety, regulation and ability to participate successfully
- the sustainability and appropriateness of meeting that level of need through standard provision

Additional provision may include dedicated 1:1 support, an Individual Learning Support Assistant, specialist teaching, therapy, specialist assessment or other individually commissioned provision.

Where additional provision is recommended, Fairgreen will explain the evidence, rationale, proposed provision, intended outcomes and review arrangements. Any additional fees or agreements will be managed in accordance with KHDA requirements and recorded through the appropriate school process.

If recommended additional provision is declined, the school will continue to provide the standard school service, monitor the student's access, participation, progress, wellbeing and safety, and review the case with relevant school leadership where concerns continue or increase. Declining additional provision does not require the school to provide the equivalent dedicated or specialist provision through shared standard resources.

Roles and Responsibilities

Role	Key responsibilities
Governor for Inclusion	Monitors strategic inclusion priorities, asks for evidence of impact and supports the school's inclusive ethos.
Director, and SLT	Ensure inclusive education is embedded in admissions, staffing, professional development, provision planning, quality assurance and school improvement.
Head of Inclusion	Leads inclusion strategy, the graduated response, provision mapping, KHDA reporting, IEP quality assurance, access

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	arrangements, family partnership and collaboration with external professionals.
Inclusion Team	Supports identification, assessment, intervention, teacher coaching, Student Passports, IEPs, provision review and student/family communication.
Middle Leaders	Ensure curriculum planning, assessment, learning walks and team routines address access, adaptation, participation and progress for Students of Determination.
Teachers	Retain responsibility for every student in their class, implement agreed accommodations and strategies, monitor impact and seek support when barriers continue.
Students	Contribute to their Passport, IEP or support plan wherever appropriate, communicate what helps and develop independence and self-advocacy over time.
Parents and Carers	Share relevant information, attend reviews, contribute to planning and work collaboratively with school staff and external professionals.

Referral and Assessment

Teachers, parents, students, leaders, or external professionals may raise concerns. Referrals should be supported by classroom evidence, assessment information, student voice, examples of adaptations already tried and a clear description of the barrier affecting access, participation, progress, wellbeing or independence.

A referral does not automatically mean that a student requires an IEP or a change of register level. It begins an evidence-gathering and problem-solving process through the graduated response.

Graduated Response

Fairgreen uses a graduated response of Assess, Plan, Do and Review. This is a cyclical process rather than a single referral route. Provision may be maintained, adapted, increased, reduced or discontinued depending on evidence of impact.

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- Assess: identify strengths, barriers, existing provision, assessment evidence, student voice and relevant family or professional information.
- Plan: agree intended outcomes, reasonable adjustments, provision, responsibilities, timescales and review points.
- Do: implement agreed provision consistently across relevant settings and record evidence of access, participation and progress.
- Review: evaluate impact and decide whether support should continue, change, increase, reduce or end.

Student Passports and Individual Education Plans

A Student Passport is often the first formal planning document. It summarises strengths, barriers, student voice, classroom strategies, reasonable adjustments and access arrangements. It helps staff understand what the student needs without over-medicalising support.

An Individual Education Plan is used when a student requires personalised outcomes that need planned intervention, regular review and evidence of small-step progress. IEP targets should reduce barriers and build access, participation, independence, self-advocacy, regulation, communication, learning or engagement.

IEPs are created and reviewed using EduKey Provision Mapping. They are developed collaboratively with students, families, teachers, Inclusion staff and relevant professionals. IEPs are reviewed at agreed points during the year and should be informed by evidence, not by assumptions about diagnosis or category.

Provision Mapping and Monitoring

Provision mapping is used to plan, allocate and review support across the school. Monitoring considers academic learning, IEP outcomes, independence, self-advocacy, regulation, personal development,

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engagement, participation, access and attendance. Evidence may include assessment data, work samples, teacher feedback, learning walks, student voice, intervention records and parent/professional input.

Admissions

Fairgreen welcomes applications from Students of Determination and is committed to non-discriminatory admissions practice. Parents and carers are encouraged to share relevant information during admissions so the school can understand the student's strengths, needs, barriers and reasonable adjustments required for successful transition.

Disclosure supports planning; it should not be framed as a condition for inclusive education. Where a student's needs may require provision beyond the standard school service, Fairgreen will discuss the evidence, possible arrangements, resourcing implications and next steps with the family in line with KHDA requirements.

Identification and Early Intervention

Students may be identified through admissions information, previous school records, teacher observation, parent or student concern, internal assessment, standardised data, attendance and behaviour patterns, wellbeing information, external reports or evidence gathered through the graduated response.

A formal diagnosis is not required for school-based support. The school may internally identify a student where there is sufficient evidence that barriers are affecting access, participation, learning, communication, regulation, sensory access, physical access, wellbeing or independence. External assessments should be shared with the school where available so provision can be planned accurately.

Inclusion Register and KHDA Reporting

The Inclusion Team maintains an internal Inclusion Register. The register supports teaching, planning, provision mapping, review, access

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arrangements and KHDA reporting. Information is managed in line with school data protection expectations and shared only with relevant staff for educational purposes.

For KHDA reporting, the school distinguishes between students with a formal diagnosis and students who are internally identified through school evidence. Both groups may require support. The distinction improves the accuracy of reporting and does not determine whether a student is entitled to reasonable adjustments or inclusive provision.

Students are recorded using KHDA categories of need where appropriate. Register levels are used to describe the current level of provision and review, not to define the student's potential or identity.

Wellbeing and Related Support Pathways

Wellbeing is central to inclusion. The Inclusion Team works with pastoral leaders, counselling, teachers, families and external professionals to support students whose access to learning is affected by regulation, anxiety, attendance, peer relationships, communication, sensory needs, emotional wellbeing or school-based distress.

English language learning, giftedness and social-emotional needs may overlap with Students of Determination, but they are not automatically the same pathway. ELL support, gifted and talented provision and counselling support should be considered alongside inclusion where evidence indicates an additional barrier or need.

Complaints Procedure

Concerns about provision for Students of Determination should be raised with the Head of Inclusion in the first instance. Where needed, concerns may be escalated to the Director, or other members of SLT, or the relevant school complaints process.

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