Inclusion Policy

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Inclusion for Learning Policy

Fairgreen International School is committed to an inclusive school community in which every student is valued, experiences a sense of belonging and can access meaningful learning. This policy sets out our shared approach to inclusion and provides the overarching framework for the school's supporting policies.

Our approach is informed by the Dubai Education Policy Framework and KHDA's Inclusive Education guide. This policy should be read alongside the Students of Determination Policy, English Language Learners Policy, Inclusion Handbook, and relevant policies and procedures covering gifted and talented provision, wellbeing, behaviour, safeguarding, admissions and assessment.

Mission

Our mission is to build an inclusive and sustainable approach that promotes equity, respects individuality and enables members of our community to advocate for themselves and others.

Aims

- To promote a culture of inclusion which celebrates and values diversity by building community understanding.
- To remove barriers to learning through high-quality education and personal care.
- To build professional capacity to meet the needs of all students within the Fairgreen community.

Philosophy

We recognise that students bring different strengths, experiences and ways of learning. We work to identify and reduce barriers within teaching, the curriculum and the school environment so that students can participate, make progress and develop independence with appropriate support.

Fairgreen takes a strengths-based neuroaffirming approach that respects neurological differences and responds to individual support needs. We challenge ableism, including assumptions or practices that disadvantage disabled and neurodivergent people. We recognise students' communication preferences, sensory needs and experiences and involve them in decisions about their learning and support through accessible opportunities to express their views.

Principles

Inclusion is a whole-school responsibility and begins with everyday classroom practice and the following principles of inclusive education are supported at Fairgreen:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all stakeholders.

- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The school promotes a culture of care through all stakeholders taking responsibility for safeguarding.
- The school community encourages children to develop self-esteem, confidence, and motivation in all areas of their lives, learning and development.
- The environment should be accessible, cheerful, welcoming, safe, and respectful for all children, their families, and staff.
- The school community and other authorising bodies actively seek to remove barriers to learning and participation.

Inclusive Education at Fairgreen

Students are supported to access teaching, learning and assessment through appropriate adjustments and, where needed, personalised pathways. The school makes decisions about curriculum changes or access arrangements collaboratively, with clear consideration of programmed requirements and implementation for future options.

Students of Determination (SofD)

SofD are supported to access learning and participate in school life through appropriate adjustments, specialist guidance and individual provision where required. Planning considers each student's strengths and the barriers they experience. Progress may include academic learning, communication, participation, regulation, self-advocacy and independence.

Support responds to identified strengths, needs and barriers and does not depend solely on a formal diagnosis. The school uses a graduated approach through Access, Plan, Do, review, drawing on classroom evidence, assessment and student and family perspectives. Provision may include classroom adjustments, targeted intervention or more individualised support, documented through learning passports or individual education plans where appropriate. The SofD policy and the inclusion handbook explain support levels, referral processes and review arrangements.

English Language Learners (ELL)

We strive to provide a language-rich environment that enables all ELL students to flourish. We strongly believe in supporting students academically, socially and emotionally and we work very closely with classroom teachers, specialists and parents to ensure that every student is supported along their learning journey. More information can be found in the English Language Learners policy.

Gifted and Talented

Fairgreen International School is committed to recognising, identifying, challenging, and stimulating our gifted and talented learners through personalised learning opportunities that take into account the individual's full profile of needs.

Social and Emotional

The counselling team supports students holistically. They work collaboratively with teachers to foster a culture of care and ensure equitable access to all students. Services range from individualised, small groups to whole-school programs that promote a safe and supportive environment through a focus on mental, physical, and emotional well-being.