



DUBAI
INTERNATIONAL
ACADEMY

Al Barsha

Dream. Inspire. Achieve. *Belong*

INCLUSION POLICY

Owner: Head of Inclusion

Approved by: Principal

Last updated: August 2024

Next Review: August 2025





DUBAI INTERNATIONAL ACADEMY
AL BARSHA

CONTENTS

[1 RATIONALE](#)

[2 ADMISSIONS POLICY](#)

[3 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES \(SEND\)](#)

[4 STUDENTS WITH GIFTS & TALENTS \(G&T\)](#)

[5 STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE \(EAL\)](#)

[6 SUPPORTING STUDENT WELLBEING](#)



**DUBAI INTERNATIONAL ACADEMY
AL BARSHA**

1 Rationale

Dubai International Academy Al Barsha is an inclusive school and welcomes Students of Determination who experience Special Educational Needs and Disabilities (SEND), students identified as Gifted and Talented (G&T) and those needing English as an Additional Language (EAL) support.

The International Baccalaureate's definition of inclusion states that:

'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 Programs, 2016)

DIA Barsha values the contribution made by each student to our community, following with the school's mission to empower students with a rigorous, holistic and international education for success in an ever-changing world.

The Principal, Heads of Primary and Secondary Schools, the Inclusion Champion with the Leaders of Provision in each school are responsible for ensuring that learners who fall within the terms of this policy are appropriately identified, supported and monitored throughout their journey at DIA Barsha.

The school website provides information on all our services. In addition, the Inclusion Handbook can be referred to for details of policies, procedures and guidelines related to how we provide for inclusion at DIA Barsha.

2 Admissions Policy

Dubai International Academy Al Barsha welcomes students of all abilities, nationalities and religions who, in the school's opinion, will benefit from the rigorous academic, personal and social programmes on offer. We are proud of our visible commitment to diversity and international mindedness.

Our full Admissions Policy is available [here](#), or on our school website [here](#).



DUBAI INTERNATIONAL ACADEMY
AL BARSHA

3 Students with Special Educational Needs & Disabilities (SEND)

DIA Barsha is an inclusive school and welcomes Students of Determination experiencing Special Educational Needs and Disabilities (SEND) in accordance with the UAE Federal Law no. 29 / 2016, Dubai Law no. 2 / 2014 and the IB philosophy.

The UAE Federal Law on Inclusion states that:

“Disabilities in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.

3.1 Inclusion Support Team

Inclusion Governor: Tim Roberts

Inclusion Champion: Ian Thurston

Team Leaders: Candice Combrinck (PS), Andrew Johnson (SS)

Leaders of Provision for SoDs: Lisa Moley (whole school)

Leaders of G&T: Rand Al Doori (PS), Lauren Tabor (SS)

Other LSTs: Marife Manalili, Anjana Mehra, Annalisa Bonica, Karin Olver, Sondos Younis, Amale El Yatama, Nassira Baaziz, Winnie Ireri, Naiha Chaudry

LSAs: Asmaa Elkhateeb, Shabeeba Varikkottil, Alia Almazrouei, Khuloud Ahmad, Maryam Alsuwaidi, Shafya Bin Shafya, Hannah Abdulla, Saira Muhammad, Ayesha Aldashti, Eman Mohamed, Mila Quintillan, Hadna Alih

In addition, all staff are aware of their responsibilities to supporting Inclusion. Individual Learning Support Assistants (iLSAs) can additionally be provided by parents.

3. 2 Identification Procedures

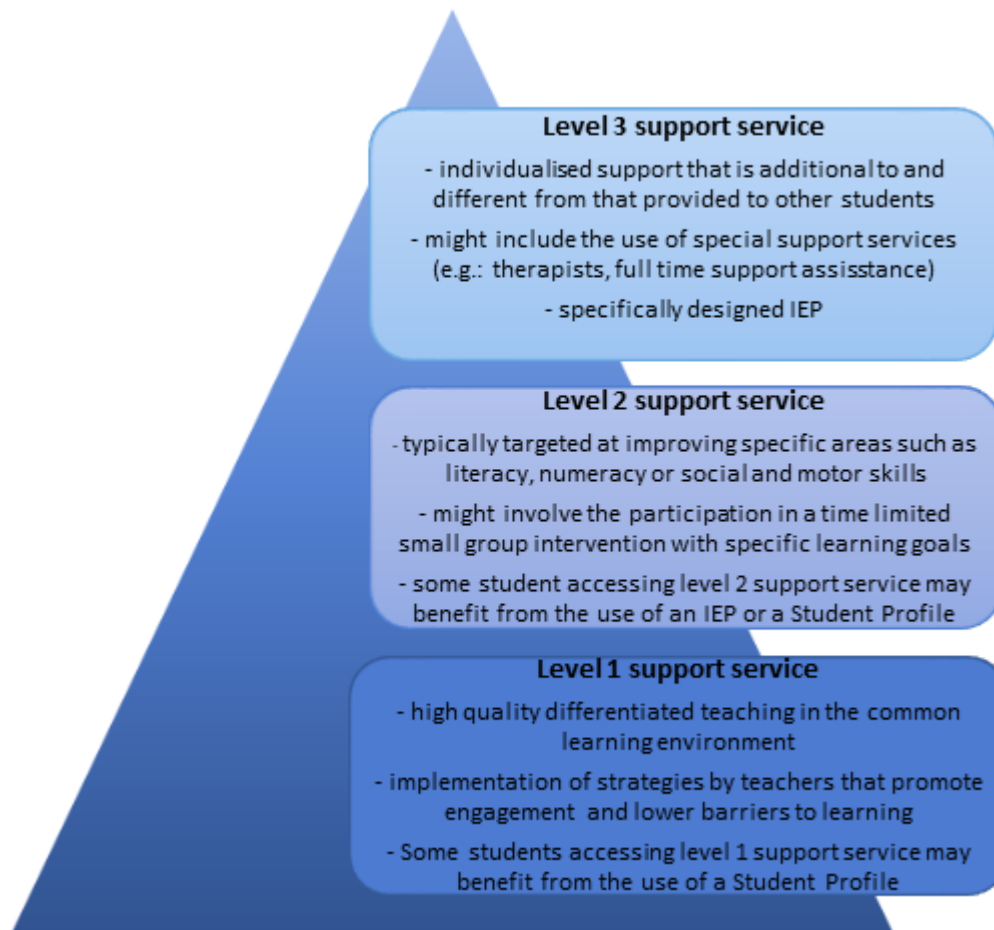
All students have their individual profile information with the data from various assessments carried out throughout the year. This includes standardized testing, formative assessments and observations carried out throughout the academic year.

Teachers may refer a student to the Inclusion Support department if they feel that the student is not making appropriate progress and if they have concerns about their learning journey.

The Inclusion Support Team screens the student for possible barriers to learning. If these learning barriers are identified, parents are advised of the student’s eligibility to Inclusion Support services. A graduated system of support is implemented for students of determination and at-risk students in accordance with the following:



**DUBAI INTERNATIONAL ACADEMY
AL BARSHA**



Once the student is registered with Inclusion Support as requiring learning support, a member of the Inclusion Department is assigned to the student. A Student Profile and / or an Individual Educational Plan (IEP) is developed, in collaboration with the homeroom and/or subject teachers, parents, the student himself/ herself and any other adult involved in the child's education based on the level of support required.

A lack of formal diagnosis is not a barrier to receiving SEND provision. If a child has a formal diagnosis, this assessment report needs to be revalidated every 3 years, as per IB Board requirement (MYP and DP).

3.3 Inclusion Support Services

Students enter the inclusion support program based on the identification procedures described in the section above of this policy. The Inclusion Support Team, along with the homeroom or subject teachers' input, works to cater to the student's needs during the school day through



**DUBAI INTERNATIONAL ACADEMY
AL BARSHA**

individualized support through in-class support and/or through withdrawal or pull-out sessions, based on the level of the student's needs.

Some students may benefit from one-to-one support of an Individual Learning Support Assistant (ILSA) to work towards becoming a successful and independent learner in the classroom. If so, parents are advised of this recommendation. This practice is based on what is known to be sound inclusive practice globally, as well as on UAE Ministry of Education guidelines, regarding students experiencing SEND.

When required, parents are advised to seek additional support from external professionals such as speech and language therapist, occupational therapist or educational psychologist. When possible, external support can be accessed within the school setting.

3.4 Monitoring Student Progress

The inclusion support teacher monitors and analyzes the progress made by every student under her care as per the Individual Educational Plan (IEP) and Student Profile. This information is communicated to all stakeholders regularly.

Goals for targeted intervention are set for a stipulated period, along with recommended support strategies, monitoring and reporting on progress, after which the next set of goals for the next period are put into place. Students may continue working on the same goal with adjustments or they may move on to the next set of goals, depending on progress.

These goals are developed to reduce the attainment gap between the student and peers, to ensure continued progress and to enable the student to perform at his/her optimum potential.

3.5 Exiting the Inclusion Support Programme

The Inclusion lead in each school, the inclusion support teacher, homeroom and/or subject teachers, parents, student and any other adult involved in the child's educational plan, review the suitability of withdrawing support at the end of an academic year. If there is sufficient evidence present that the student is able to cope at grade-level expectations, support may be discontinued or lowered. If support is to be stopped completely, the student then exits the inclusion support program, after all parties have been informed accordingly.



4 Students with Gifts & Talents (G&T)

4.1 Definition of Gifted & Talented

'Gifted and Talented' refers to having outstanding ability in one or more areas of intelligence, creativity, academic achievement or having special talents and abilities, such as those in performing arts or leadership. The performance of Gifted and Talented (G&T) students may be so exceptional that they require special provisions to meet their educational needs in the classroom, with support from their teachers.

We would specifically define them as follows:

- **Gifted** – The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. Having this very specific skill may not be due to practice but is innate and should be harnessed. This group of students may not produce the highest assessment scores across their subjects, but rather excel in one subject area or skill set.
- **Talented** – The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. Talented students are broadly more able and 'bright' students, that due to practice have been able to perform highly across all subject areas. This group of students will tend to perform highly across all their subjects and would be generally described as more 'academic'.

All gifted students have the potential to be talented, however, not all talented students are truly gifted.

4.2 Identification Procedures

A student can be identified as G&T through many methods: referral by the homeroom or subject teacher, parents, or based on the scores of standardised testing (CAT4, PTE, PTM, PTS, etc.) carried out over the course of the school year. Referrals undergo a process of review by the inclusion team in collaboration with SLT to establish the accuracy of the referral:

Criteria for G&T consideration:

- A CAT4 Standard Age Score of 135 or above, or Stanine 9 (standardised external assessments)
- Acclaimed performance in non-academic areas (e.g. sport, art, etc.)

4.3 G&T Support Services

Individual teachers support the identified G&T students through G&T information put together by the Leader of G&T in each school. This information involves teachers providing G&T students



**DUBAI INTERNATIONAL ACADEMY
AL BARSHA**

with challenging lesson objectives, enrichment activities and/or accelerated programmes. Additional services include G&T students being assigned to individual projects or research studies, attending lectures, debates or educational seminars, participating in specialized educational tours or in competitions (such as 'The Quest', ASSET, Math and Science Olympiads, World Scholars' Cup, etc.), or increasing opportunities to use problem solving skills, programs of leadership, communication and other enrichment opportunities involving sports, music, art and/or drama.

4.4 Monitoring Student Progress

With the support of the G&T Coordinator, all teaching staff are responsible for monitoring the progress of G&T students and are responsible for the planning of extension and enrichment activities within their own subject responsibilities.



**DUBAI INTERNATIONAL ACADEMY
AL BARSHA**

5 Students with English as an Additional Language (EAL)

DIA Barsha offers ample opportunities to students with English as an Additional Language (EAL) until they become proficient enough to access the curriculum.

‘Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.’

Research has shown that the mainstream classroom is usually the best place for learners to develop their English, with initial intensive support. Keeping all of this in mind, the aim of this policy is to provide a whole school approach to the identification and provision of language support for EAL students.

5.1 Identification Procedures

A student is identified as EAL either at the time of admissions or through a referral by the homeroom and/or subject teacher, parents or the scores of standardized assessments.

5.2 EAL Support Services

A student receives support based on the identification procedures described in the section above. The Inclusion team along with the homeroom/ subject teachers works to cater to the student’s needs through, individual and/or small group-based support and/or in-class support during the school day, as deemed appropriate.

5.3 Monitoring Student Progress

The Inclusion team, in collaboration with the homeroom/subject teachers, monitors the progress of students. The student is assessed within curriculum areas to provide information on next steps in learning and progression.

5.4 Exiting EAL Support Programme

The Inclusion department and the homeroom/subject teachers collaboratively decide on whether a student is ready to exit the additional provision or not, based on periodic discussions and an analysis of the level of language skills acquired by the individual student.

Note: for further details on provision, please refer to the Language Policy



DUBAI INTERNATIONAL ACADEMY
AL BARSHA

6 Supporting Student Wellbeing

There is an increasing focus on student wellbeing across the world. Dr Abdulla Al Karam, director-general of Dubai's Knowledge and Human Development Authority (KHDA), said:

"...Wellbeing at school, including health and safety, is a key focus area judged in annual KHDA school inspections. The confidential census, now in its third year, also shows how well students are keeping emotionally, psychologically and socially..."

At DIA Barsha, we have a trained psychologist to work with emotionally vulnerable young people in the role of wellbeing counsellor. This staff member will oversee the Wellbeing Support Programme.

6.1 Wellbeing Support Team

Wellbeing Governor: James Roberts

Wellbeing Champion: Ian Thurston

Wellbeing School Leaders: Tom Dymond (PS), Jameel Arif (SS)

Wellbeing Counsellors: Karin Olver (PS), Naiha Chaudhry (SS)

Staff Wellbeing Coordinator: Amy O'Rourke (PS), Lizahn Jordaan (SS)

Student Wellbeing Rep: Dahlia Jamal-Berglund (PS), Pahal Sethia (SS)

6.2 Identification Procedures

Students at risk may be identified by a variety of means, including Teacher, Student or Parent referral. The GL Pupil Attitudes to School and Self (PASS) survey can provide an early warning of potential difficulties affecting a student or students. PASS tests will be screened to enable staff to 'interdict' and ensure that a student is properly supported. However, they are only appropriate for older children. Students can be referred following concerns raised either from a child, teacher or parent.

6.3 Wellbeing Support Services

A student enters the wellbeing support programme based on a referral. The inclusion team along with the homeroom/ subject teachers works to monitor the student's needs and report any progress/concerns to the relevant Team Leader who will then liaise with the Wellbeing Counsellor (WBC).

Student referral process:

- Students are flagged for safeguarding or socio-emotional issues flagged by teachers or inclusion team. Students may also reach out for individual wellbeing support without being referred by staff.
- Students are brought in for counselling and evaluated by the WBC for their socioemotional needs



**DUBAI INTERNATIONAL ACADEMY
AL BARSHA**

- Individual Wellbeing Plan (IWP) can be created to document and follow up on student progress and support positive outcomes
- Counselling frequency and duration is at the discretion of the wellbeing counsellor.

6.4 Monitoring Student Progress

The relevant Team Leader monitors the progress of students in the wellbeing support program regularly. The student is assessed in a variety of settings, including within curriculum areas to provide information on next steps in terms of progress.

6.5 Exiting the Wellbeing Support Programme

The Team Leader and the Wellbeing Counsellor collectively decide on whether a student is ready to exit the program or not, based on monitoring and an analysis of any observed improvements or feedback from the wellbeing counsellor.

NOTE: For more Wellbeing information please refer to our Wellbeing Policy [here](#) or on our website [here](#).

This Policy will be reviewed at least annually as part of the school's regular improvement processes