



Kings' Education

Inclusion Policy

2022-23

Contents

- 1: Vision, Values and Aims
 - 2: Objectives
 - 3: Identifying Special Educational Needs
 - 4: Graduated Approach to Special Educational Needs Support
 5. Managing students on the Learning Support Register
 - 6: Standard Service Agreement
 - 7: Criteria for exiting the SEND register
 - 8: Supporting students and families
 - 9: Monitoring and Evaluation of SEND 1 10: Assessment
 - 11: Training and Resources
 - 12: Roles and Responsibilities
 - 13: Storing and managing information
 - 14: Reviewing the policy
 - 15: Dealing with complaints
- Appendix 1 - Glossary of Terms
- Appendix 2 - Reference List

1. Vision, Values and Aims

All students have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 5 of this Policy. Kings' caters for students with a range of special educational needs and disabilities, along with those who are More and Exceptionally Able (MEA/G&T). Applications for admission to the school for students with special educational needs and disabilities are welcomed. As required and as deemed appropriate, modification, adaptation and differentiation takes place in every classroom whether students follow a mainstream or an Alternative Education Pathway (AEP). Our aim is to ensure equality of access for all to achieve our inclusive ethos, the 'The Best by Every Child'.

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that "special needs 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".

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

Every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND), including those being monitored. This includes students with English as an Additional Language (EAL) (see separate Policy) and students identified as More and Exceptionally Able (G&T) (see separate Policy).

Learning and teaching is adapted, the curriculum is modified, and alternative education pathways are available where necessary, to best meet the needs of each individual student. Monitoring, identification, plans and support within the Kings' Schools is coordinated by the Inclusion Support Team. The teams are known as LInK ('Learning Inclusively at Kings') across all schools.

Our mission is to ensure that every student will reach their full potential holistically; this includes academically, socially, emotionally and physically, whilst feeling included, secure and valued.

There is a culture of respect for others and their learning.

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Kings' School Dubai, Dr Ava Ghasemi Holdich

2. Objectives

The policy was developed through consultation with Governors, staff, students, and key stakeholders. This policy was written by the leaders of LInK in conjunction with the Inclusion Support Teams; across the three schools.

This policy was written with the aim of providing a consistent approach across the three Kings' schools.

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014); School Inspection Framework (2015-2016), and subsequent updates; Dubai Inclusive Education Policy (2017); Directives and Guidelines for Inclusive Education (2020); as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

Our whole school approach is encapsulated in the following objectives in line with section 6.2 of the SEND Code of Practice (UK, 2015):

- we use our best endeavors to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs
- we ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND
- we designate a qualified and experienced professional to be responsible for coordinating SEND provision; the Leader of Inclusion
- parents will be informed when special educational provision for a student is required

- we provide support, advice, and training for parents and staff working with students with SEND

Kings' Education works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- SEND Code of Practice (UK, 2015).

Inclusion Statement

Kings' Education has a strong commitment to the inclusion and pastoral support of all its families and students; this includes students who are identified with Special Educational Needs and Disabilities, English as a Second Language, English Language Learners, High Achievers and Gifted and Talented Students.

Support for students begins at admission, with a thorough identification process to ensure that appropriate support is available; and continues with ongoing identification and support through the academic and student support networks.

At Kings', we offer inclusive provision with additional support, intervention, differentiation, and bespoke curriculum pathways as appropriate. For our highest need students, we offer a host of alternative education pathways (AEP), all of which use a multidisciplinary approach to ensure learning is meaningful and purposeful, to best support all students to increase their capacity to develop and learn.

Inclusion means building a whole school community where everyone is welcome and effort and achievement is celebrated where the needs of the whole child are met to ensure the best possible social, emotional, behavioural and academic progress for all. This is provided through innovative learning and teaching, dissemination of information, training and access to SEND specialists at all levels.

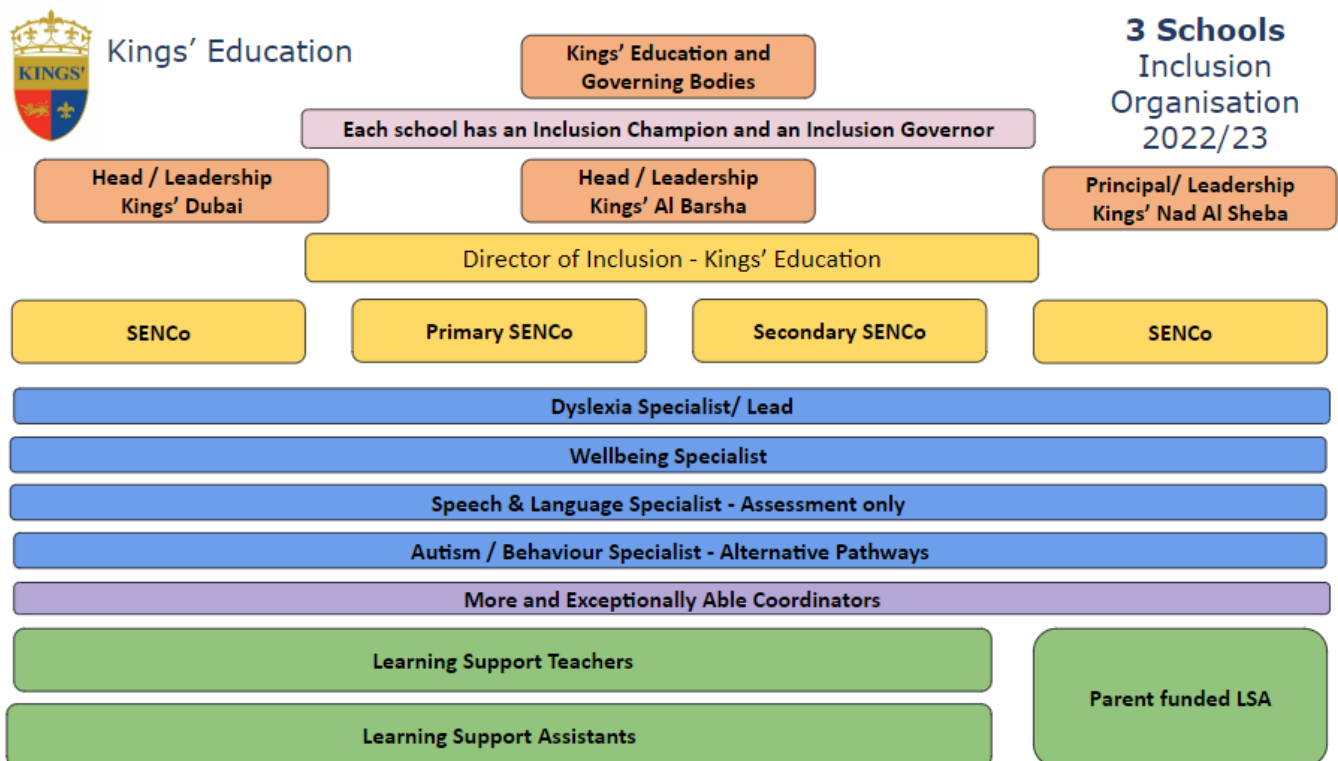
Kings' Education has comprehensive Inclusion Support Teams comprising of experienced and highly skilled staff. Across all our schools we operate as a team under the Learning Inclusively at Kings' umbrella (LInK).

All three sites have access to support from in-house:

- Qualified Special Education Needs Coordinators (including NASENCo)
- Highly qualified and experienced teachers and leaders
- Speech and Language Therapist
- Dyslexia Intervention Specialists
- Diagnostic Assessment and Identification
- JCQ Experienced Exam Access Arrangement Team
- Communication and Interaction Specialists (Autism)
- BCBA - Qualified Board Certified Behaviour Analyst
- Literacy and English as an Additional Language support staff
- Learning Support Teachers
- Intervention Staff and In-class Learning Support Assistants
- Class Teachers, Tutors, Heads of Year, Phase Leaders, Lead Practitioners, Wellbeing Coordinator, Counsellor and Senior Leaders with responsibility
- Speech and Language Therapist (assessment only)

Inclusion is important to us at Kings'. All our students need to feel they belong and their happiness and progress in learning is vital to our value system. The commitment to being an inclusive school is both a passion and a focus for every member in the organisation, stemming from The Chairman, through the principals, to the teaching and non-teaching staff. It is a cohesive part of all student learning particularly through Moral Education.

Our provision model for Kings' Education Inclusion Provision is laid out as follows:



Kings' Education works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

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3. Identifying Special Educational Needs

3.1 The purpose of identification

All students within the Kings' schools undergo regular and thorough assessment - formative and summative - throughout their learning journey, to ensure that they are able to make appropriate progress in their learning.

Through regular and holistic assessment, teachers, senior leaders and LInK staff will identify barriers which might impede learning.

The purpose of identification is to allow the LInK team to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress, attainment or well-being.

3.2 Categories

All Kings' schools adhere to the KHDA's Categorisation Framework for students of determination (2019-2020) which states:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² <i>Chronic or acute medical conditions</i>

As an English Curriculum school, Kings' also work within the guidelines of the United Kingdom SEND Code of Practice, 2015 where appropriate. The Code of Practice includes four broad categories of need as outlined in sections 6.28 to 6.35.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need

Students at Kings' may present with one or more of the following difficulties:

- Falling well below the age-appropriate expected level of attainment
- Significant lack of academic progress over a period of time
- Specific difficulties in spelling, reading and writing (not resulting from limited abilities)
- Specific difficulties in literacy - Dyslexia
- Specific difficulties in mathematics - Dyscalculia/Acalculia
- Dyspraxia/Developmental Coordination Disorder
- Weaknesses in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below the level of their peers
- Attention Deficit Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these difficulties)
- Processing difficulties
- Difficulties arising from disrupted educational experience
- Specific Learning Difficulties
- Sensory Processing Difficulties
- Autism Spectrum Disorders
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

3.3 Attendance and Punctuality, Health and welfare

The senior leaders and pastoral teams will contact parents with any concerns about the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy)

3.4 English as an Additional Language (EAL)

The LInK Department, in line with section 6.26 of United Kingdom 'The SEND Code of practice, 2015' will look carefully at all aspects of a young person's performance in different areas of learning. This will establish whether lack of progress is due to EAL, ELL or SEND.

4. Graduated Response

4.1 Identification Flowchart

The following information outlines the support through which the school addresses the learning needs of any individual student. The actions are not time-specific and the process described should take place according to the nature and severity of the particular concern(s).

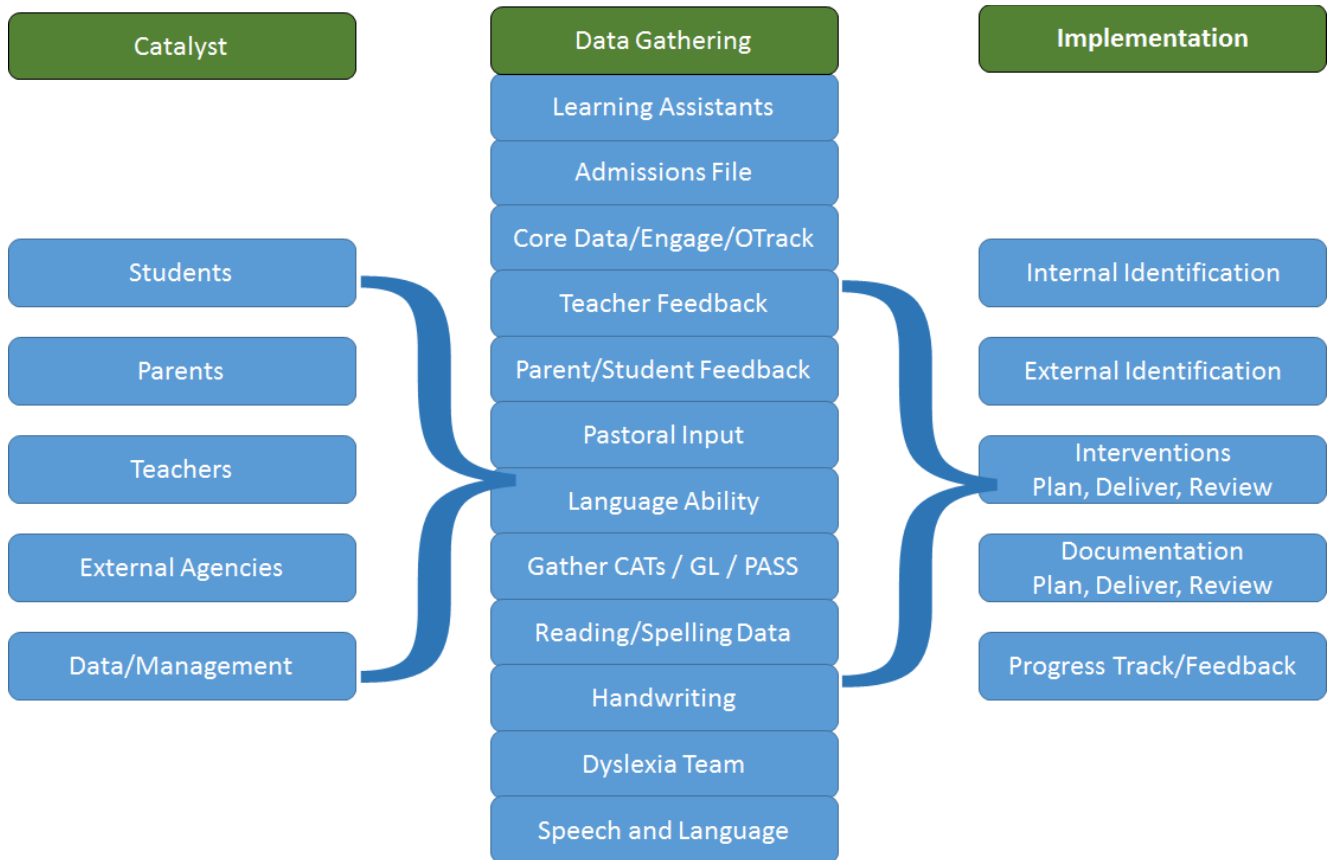
The views of the student and parents should be included in the process of informal information gathering.

The purpose of the SEND Pathway is to remove barriers to learning via the use of assessments, individual education plans and provisions that are put in place in response to the specific needs of individual students.

The catalyst for identifying students will come from students, parents, teachers, external agencies and from data / management processes.

The LInK Team will gather data in accordance with the list below, which will result in the implementation of interventions, planning, delivery and review. Each Leader of LInK will develop their own pathway relevant to their setting.

General Identification Pathway



4.2 The Register/Provision Map

Registers are managed by the LInK Departments. The registers are in the form of a spreadsheet and kept on the School Google Drive, and are Data Protected in line with School Policy. The Leaders of LInK are responsible for maintaining the content. All relevant staff are responsible for ensuring that they are familiar with the content and feed the information into their planning, delivery and assessment processes.

4.3 Classification of LInK students

Kings' schools will classify students with any additional need in accordance with the KHDA Categorisation Framework 2019, as defined below.

SEND (identified)

- have an educational need that is different from those of the majority of students;
- and which arises from the impact of a disability or recognised disorder and therefore have an external identification.

Or

- **may not** have an educational need that is different from those of the majority of students; but
- does arise from the impact of a disability or recognised disorder (but may be under investigation)

SEND (Unidentified)

- have an educational need that is different from those of the majority of students; but
- **does not** arise from the impact of a disability or recognised disorder (but may be under investigation)

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

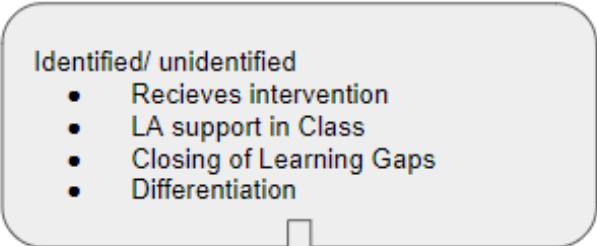
Kings' schools acknowledge that they must ensure that the needs of SEND are accurately and wholly identified as early as possible in order for strategies to be effective. The LInK team will do this in accordance with the Section 4.1 flow chart above.

Parallel to this, students will be aligned with the graduated response as seen below:

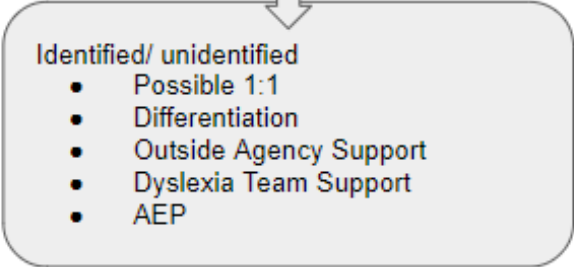
Kings Wave / Level 1 (QFT)



Kings' Wave / Level 2



Kings' Wave / Level 3



4.4 Quality First Teaching

Quality First Teaching is the delivery of lessons which are differentiated or modified for personalised learning to enable all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes. This includes students who access LInK services.

Where progress is less than expected for a student not associated with LInK, the teacher will follow the LInK Pathway shown in Section 4.1. Kings' schools strive for each student to make outstanding progress, relative to their identified needs.

4.5 Curriculum

All students should have access to a broad and balanced curriculum in line with KHDA regulation. Teachers should set high expectations for every student, regardless of their prior attainment. Teachers at Kings' use appropriate baseline assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual student's progress. Students with SEND will access the school curriculum, unless they have official exemption, or student needs are so high that they require additional modification and / or an alternative education pathway.

Where specialist support is required, students may be withdrawn for specific intervention. In addition, we also offer the ASDAN curriculum for students to develop communication and life skills.

4.6 Reviewing quality of teaching and learning

All teachers have lesson observations to ensure that quality first teaching and learning is delivered for all students as well as those with SEND. The LInK Leaders will be involved in this process. The outcomes of the lesson observations and learning walks will inform the areas of professional development required.

4.7 Improving teachers' understanding

The LInK Leaders will ensure all staff are aware of students identified on the register as SEND. Staff are supported through training and regular meetings. The LInK Team will provide information on strategies, documentation, training and identification of students to inform practice and upskill knowledge of SEND. All teachers are required to complete formal external training - KDHA Mandatory Professional Development, in addition to internal sessions.

5. Managing students' needs on the LInK Register

5.1 Individual Education Plans (IEPs)

We may create IEPs for students who meet the criteria, outlined in section 4.3, and have followed the pathway in section 3. This system is used to assess, plan, implement and review any identified SEND provision. The IEP's are a student's 'roadmap' for their education. Each student who is identified as SEND and/or AEN Wave 3 on the LInK register must have a record of personalised provision as it is an educational programme that is tailored to the specific needs of the student.

IEPs in Primary are formally reviewed at least 3 times a year and regularly by the 'team around the student' which may include internal staff, external agencies, parents and students. When the IEP is rewritten, appropriate members will be invited for input and/or to meet to discuss the plan, provision and next steps. Student conferencing, where appropriate, occurs to discuss the IEP and next steps.

IEPs have a different role in secondary as subject teachers and Heads of Department are responsible for the subject targets for each student. Students who are identified as SEND will be provided with an IEP which supports any intervention or additional provision outside of the curriculum, such as Exam Access Arrangements or Literacy Intervention. These will be rewritten as necessary, and at least annually.

5.2 Provision

The level of provision is decided by the Leaders of LInK.

Each student has a different need and a different level of required support. Some of the services that Kings' are able to offer include:

- 1:1 specific intervention
- Small group intervention
- In class learning assistant support
- Speech and Language diagnostics and intervention
- Dyslexia screening, assessment and intervention
- Adapted curriculum
- Modified and / or reduced curriculum
- Specialised curriculum
- Extra curricular activities such as home learning club, English language club, literacy intervention clubs
- Use of technology
- Exam Access Arrangements
- Alternative Education Pathways (AEPs)

In Primary, each child on Wave 3 who regularly needs 1:1 support to access the curriculum may require additional Learning Support Assistance.

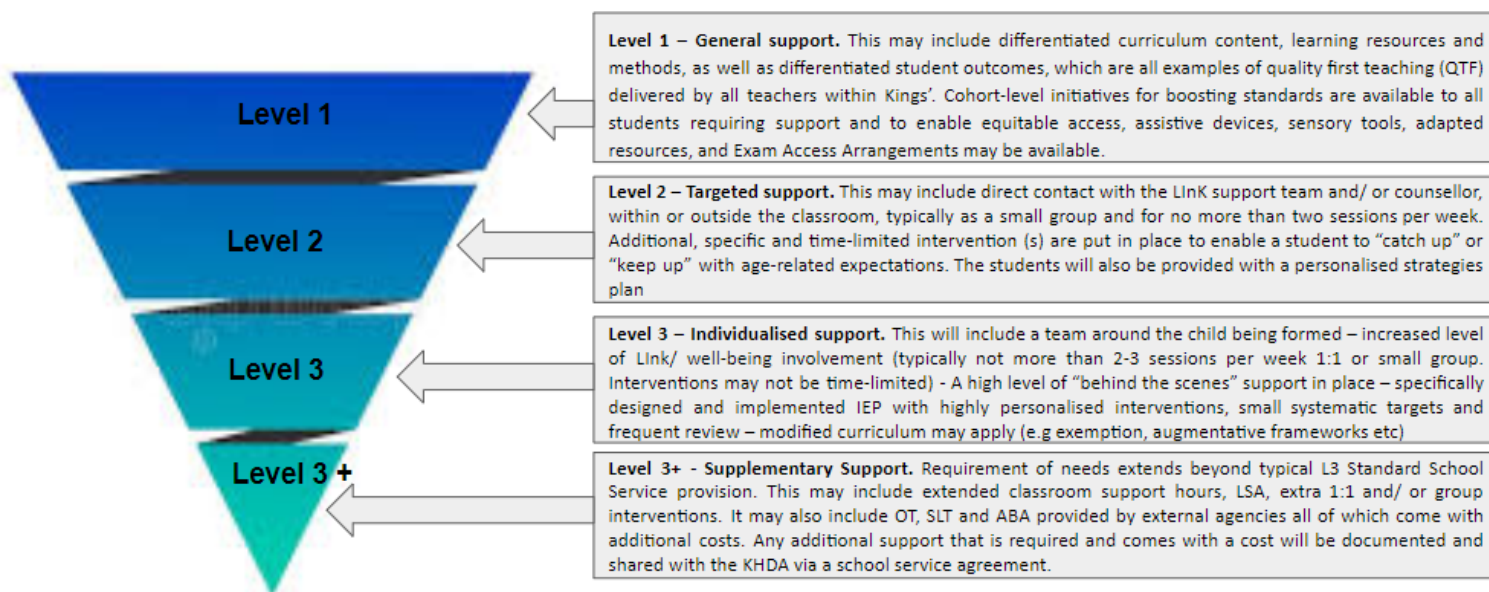
6. Standard Service Agreement Kings' Education

The standard service agreement aims to set out clear expectations for all parents to understand what support is provided to their child by Kings' Education through the Learning Inclusively at Kings' (LInK) Department.

6.1 Levels of Support

Three Levels of Support have been prescribed by the Directives and Guidelines for Inclusive Education (KHDA, 2020), and reflect a common language and practice to be shared by all schools.

Our Graduated Systems of Support operates as a funnel filtration system, with most students making adequate progress in response to Level 1 support. If students' needs are not adequately met at Level 1, they will filter down to Level 2 or 3, as part of the Standard School Service (see next section). Students may pass through these filters bi-directionally as their learning profile evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review).



The Directives & Guidelines for Inclusive Education (DGIE; KHDA, 2020) state that schools must establish a transparent and sustainable Standard School Service, outlining the type and level of support all students can expect to access at school, in response to their individual needs. Although it will be of particular benefit to Students of Determination, this service is intended to raise attainment, and improve participation and personal progress for all students.

While Kings’ Education has made a significant financial investment in developing a leading Standard School Service, the resources are not infinite. To ensure that our service makes the greatest impact across the whole school, we endeavor to regulate the number of direct intervention and/or classroom support sessions our students benefit from through the Standard School Service. In doing so, we can ensure sustainable and equitable access tailored to the needs of different groups, and preserve our capacity to serve and support all students.

Standard School Service offered by Kings’ Education	
Human Resources	<ul style="list-style-type: none"> • active engagement of the Senior Leadership Team • UK trained and experienced teachers • trained and experienced learning assistants deployed across classes/year groups in primary, in keeping with the school’s model; • strategic leader of provision for students of determination; • qualified and experienced special educational needs coordinators (SENCo) • qualified and experienced inclusion support teachers within LInK • qualified and experienced inclusion support assistants within LInK • qualified and experienced counselling and pastoral support staff; • Team Around the Child meetings, featuring some or all of the above, can be called for Students of Determination accessing any level of support within the School, as required. For students benefiting from Level 3 support, these will be a standing arrangement, operating on a recurring cycle of 8-12 weeks.

Physical Resources	<ul style="list-style-type: none"> • a range of appropriate and purposeful learning spaces (e.g. LInK support classrooms, central areas, sensory circuits, sensory room, therapy room, occupational therapy room, well-being room and counselling room); • a suite of standardised and/or computer-based screening and assessment tools to enable identification of learning needs and generation of personalised learning plans;(such as but not limited to, TOWRE 2, WIAT 3, Key Maths, IDL, NGRT, Star Reader); • a range of modified curriculum planning and progress-monitoring tools (e.g. Pre-Key Stage Standards, B-Squared, SCERTS); • a wide range of evidence-based intervention programs and resources (e.g. Picture This!, Power of 2, Read Write Inc, Toe by Toe, Black Sheep Press, WellComm Language Pack, IDL, Language for Thinking, Superflex, Socially Thinking); • a substantial bank of large and small sensory resources and adapted seating options (e.g. wobble cushions, therapy balls, therabands, weighted blankets, standing desks) available to every year group); • provision of additional learning equipment within and outside of the classroom (e.g. Numicon; word mats; pencil grips) to facilitate and enrich the student’s learning;
Specific Services for Students	<p>Indirect (Background) Support</p> <ul style="list-style-type: none"> • fortnightly meetings with Senior Leaders to review the Inclusion Register (pupil progress, concerns, recent developments); • active monitoring of classroom practice and pupil participation and progress in lessons; • development, implementation and review of an individual educational plan (L3), targeted support plan (L2), or classroom support plan/ pupil profile (L1); • development, implementation and review of individual behaviour plans as required • support, advice and guidance to the parents of the student; • training, support and monitoring of teachers directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessment;

- training, support and guidance of the student's classroom peers (as appropriate);
- conducting a physical environmental assessment and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities/ behaviour support plans;
- planning, organising and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified);
- in-house speech and language therapist to facilitate on-site assessment, home and school support plans;
- working with external specialist services (e.g. therapy, psychology) to timetable and facilitate on-site assessment and therapy services

Direct Support / Intervention

- highly differentiated classroom lessons and practice;
- shared classroom support from school-funded Learning Assistants. LAs are assigned to classrooms and/or year groups according to a set ratio, to facilitate a stimulating and productive learning environment for all students. The ratio changes as students move up through the school, to reflect the increased levels of independence expected;
- a well-developed system of formal and informal assessments to identify needs and monitor progress;
- in-house specialist assessor to facilitate exam access arrangements;
- small group or 1:1 support sessions delivered by the LInK team, counselling team, and/or subject specialists: Level 2 – typically not more than two sessions a week, most often in a group. Level 3 – typically not more than four sessions on a 1:1 or group basis (in line with individual needs and school capacity).

6.2 Supplementary Support Services

Whilst we anticipate that the needs of most Students of Determination will be met through our high-quality Standard School Service, in some circumstances enhanced provisions may be required. In such circumstances, parents and school would enter into an Individualised Service Agreement. This agreement outlines the nature of the individualised service(s) as well as any associated fee, and would be submitted to the KHDA for approval upon review of the evidence (DGIE; KHDA, 2020).

6.3 Specialist Provision

KHDA defines this as a type of specialist provision which is not accessible through the Standard School Service (e.g. Speech and Language Therapy, ABA Therapy, Clinical Psychologist / Educational Psychologist). Access to these services may be signposted by Kings', however, the financial arrangements are made directly between parents and external service providers, and not through an Individualised Service Agreement with the school in this instance. Kings' has no fiscal relationship with any external therapy services for Students of Determination.

Alternative Education Pathways fall within our specialist provision and includes our Life Skills, Gateway, Elevate & Gold Classes.

Kings' Al Barsha and Kings' Nad Al Sheba currently have bespoke provision for students needing a personalised and tailored approach to learning where the mainstream environment and curriculum may not meet their needs. Our Gateway and Life Skills provision supports students with communication and interaction needs of severe/ moderate severity where the priority need is to develop functional language and life skills. The students supported within this provision will be predominantly based in specially developed classrooms, but will be included within the main school programme where meaningful and relevantly appropriate through planning and events. As part of this provision, the student will access both small group Speech and Language Therapy and Occupational therapy twice weekly during

term time. Within the classroom environment, students will also benefit from ABA strategies and approaches being implemented as part of their daily teaching pedagogy. The number of students within these classrooms is typically 7-8 children supported by a UK trained Special Educational Needs Teacher and two Learning Support Assistants (LSA's).

The cost for this provision is 98,350 AED for the year

Our Elevate pathway supports students with independence and allows the students to apply their knowledge and understanding of the world in a smaller, accessible environment. The students also have access to Speech and Language Therapy and Occupational Therapy as a group once a week. There are typically no more than 12 students in this class with a UK trained Special Educational Needs Teacher and two Learning Support Assistants.

The cost for this provision is 79,705 AED

Finally, students who attend the Gold class pathway are based in mainstream classes and access weekly activities to develop life skills, social interaction and communication through real world interactions. This forms part of their available sessions from the Standard School Service dependent upon the level of support the child accesses i.e Level 2 or 3 support.

6.4 Supplementary Support Hours

a) In EYFS/Primary, all students benefit from shared access to a classroom- or year group-assigned Learning Assistants in accordance with the school's pre-determined ratios. These ratios change as students move up through the school, to reflect the increasing level of independence expected of the year group cohort, with the role of a classroom Learning Assistant fading out entirely as students move into Secondary.

b) Supplementary Support (i.e. Level 3+) is recommended when we feel that, in order to maximise participation and progress during lessons, a pupil would benefit from an enhanced level of support which is not available through the Standard School Service (without drawing from support offered to other students). It may be the case that a student requires individualised attention beyond the typically assigned ratios of shared classroom support, and/or that their need for continued classroom support extends into Secondary. By appointing and assigning an additional Learning Support Assistant (or equivalent) to a child's class for specific lessons (tailored to individual needs) we aim to reduce or remove barriers to learning, participation and engagement. Supplementary support may also include extra 1:1 or small group intervention time for the pupil beyond what is offered from the Standard School Service.

c) Dedicated LSA support hours are recommended if, without the support from an appropriately trained additional adult in the classroom, the student (a) would find it difficult to participate and make good progress in some or all aspects of the curriculum/school life, (b) could pose a potential safety risk to themselves and/or others, (c) compromises the atmosphere for effective learning in the classroom, or (d) requires a level of support and attention from the class teacher or shared Learning Assistant which would directly impact the learning opportunities for other students in the class.

d) Supplementary Support at Level 3+ will be funded by the parents, in keeping with the details outlined in the associated Individualised Service Agreement. This will ensure that the school can continue to operate a sustainable inclusive Admissions Policy, while preserving the quality of the Standard School Service on offer to all those who should benefit from it.

e) It is important to note that Supplementary Support is in addition to and not in lieu of the Standard School Service. Students will continue to receive their entitlements through the Standard School Service, with any 'top up support' requirements being addressed through the Individualised Service Agreement.

f) School will use the Individualised Service Agreement outline to highlight how support will benefit the child through Supplementary Support. Recommendations may vary from a small number of additional hours from a Learning Support Assistant (e.g. to support participation and progress during all English or Maths lessons, or extra specific intervention time) to a full-time 1:1 Learning Support Assistant, in response to the bespoke needs of the individual.

g) A termly review of Supplementary Support will be held to determine the impact and necessity of this support. Where all parties are in agreement, resource hours and associated fees may be adjusted to reflect the students' increased independence in the classroom or where the impact of the added intervention hours has made the impact intended.

6.5 Supplementary Support Cost:

For students who require 100% 1:1 adult support, the total cost of service would be 78,000AED for the year based on a 10 month payment plan for parents, while the staff member is paid over the 12 month period.

Breakdown of this over the school year for 100% 1:1 adult support:

Term one (Sept, Oct, Nov, Dec) is broken down into 40% = 31,200AED

Term two (Jan, Feb, March) is broken down into 30% = 23,400AED

Term three (April, May, June) is broken down into 30% = 23,400AED

For 1:1 sessions at subject specific times (i.e English, Maths or Specific Intervention beyond the SSS, the 100% cost of support is then divided into sessions of 40 minutes. The cost of the service is charged per term as an intervention period.

Example 1: A student attending one 40 minute session per week for the year would pay 1950AED or 780AED for term one (40%), 585AED for term 2 (30%) and 585AED for term 3 (30%).

Example 2: A student attending two sessions a week for for the year would pay 3900AED or 1560AED for term one (40%), 1170AED for term 2 (30%) and 1170AED for term 3 (30%).

We would like to re-iterate at this stage that the Supplementary Support Service is in addition to and not in lieu of the Standard School Service. Students will continue to receive their entitlements through the Standard School Service, with any 'top up support' requirements being addressed through the school's Individualised Service Agreement alongside the KHDA Individualised Service Agreement which is a KHDA requirement.

7. Criteria for being removed from registers

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between the levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register;

- Assessments
- Teacher feedback
- Class observations
- IEP target reviews
- Parent feedback
- Student feedback

The Leaders of LInK will decide if a student placement on the register is no longer necessary. The Leader of LInK will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure the adequate progress is continuing. In Secondary, students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements.

8. Supporting students and families

8.1 Internal Support

During the identification process it may be necessary for a student to be referred to a specialist. Within the three LInK Departments at Kings' Education, we have a team of specialists who offer support in Teaching and Learning, Curriculum Adaptations and Modifications, Speech and Language, Dyslexia, Autism, Social and Emotional Communication, Attachment, Makaton, ADHD, Behaviour Analysis, Wellbeing and English as a Second Language, whose expertise may be accessed on a needs basis.

Kings' Education's Speech and Language provision will allow for an observation and/or assessment free of charge to the parents, on a needs basis as agreed by the team around the child. Students will be prioritised in accordance with immediate need. Occasionally, this might require the Inclusion Leader to refer externally.

Referral to any in-school specialist is carried out by the Inclusion LInK by following the Pathway. A referral to the Specialist could typically include:

- Completion of a referral form by the teacher
- The teacher will inform the parents of the referral
- Initial observation and data gathering
- Baseline assessments
- Personalised interventions as appropriate
- In class support from LInK

A formal observation and/or assessment will take place through any of the following steps:

- With agreement by the parent and/or
- After meeting with the parent and/or
- After written notification with parent

Following observation and/or assessment the outcomes will inform the next steps, which will be personalised to the student's needs.

Specialists can provide support to students, parents and teachers depending upon the individual needs. This may include one or more of the following:

- a home programme
- recommendation for further support
- a school-based programme devised by the specialist, to be carried out by LInK team/LA/teacher, with regular review and input from the specialist
- input to IEP

8.2 External Support

Where applicable, parents will be guided by the Leaders of LInK towards external professionals. External professionals will be known to the school and will have read the Safeguarding/Child Protection Policy and signed a Confidentiality Agreement. Parents are requested to share any assessments completed externally and contact details of external agencies supplied to the Leader of LInK.

8.3 Parental Involvement

The involvement of parents is a key factor to the success of the provision for students with special and/or additional educational needs. Ongoing parental

engagement is encouraged and the Learning Support teams offer regular workshops, review meetings and operate an open-door policy. Where possible, the Leaders of LInK will attend whole school functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies etc. to remain accessible. The Leaders of LInK email address is widely available.

8.4 Admission arrangements

The Admission arrangements and Policy can be found on the school websites:

<http://www.kings-edu.com>

The procedures are aligned with the expectations of international best practice as guided by Section 3.1 of the KHDA inspection handbook.

8.5 Examinations

All primary examinations adhere to UK guidelines when seeking extra time and support during summative assessments.

Within Kings' School Al Barsha students entering summative examinations such as GCSE and A-Level will have Exam Access Arrangements in line with the school policy and the JCQ Access Arrangements, Reasonable Adjustments and Special Considerations Regulations and Guidance.

8.6 Medical Conditions

We use the 'Standards for Clinics in Educational and Academic Settings' by Dubai Health Authority for managing the medical conditions of students, this can be found at: [Circular Details \(dha.gov.ae\)](http://dha.gov.ae)

9. Monitoring and Evaluation of SEND

Monitoring and evaluating the quality of provision offered to students is carried out by obtaining:

- Governor monitoring visits
- Staff views
- Student views
- Learning Journeys/Journals/Workbooks used in class
- Parental feedback
- Lesson Observations
- Tracking evidence of students on IEP
- Learning walks
- IEP targets achieved
- School Data
- Kings' Schools SEF

The purpose of regular monitoring and evaluation is to promote an active process and atmosphere of continual review and improvement of provision for all students.

10. Assessment

Students are assessed against the National Curriculum for England and this is recorded on Otrack and Seesaw. Students who are identified as having barriers to learning will also be assessed against their IEP targets and goals. Students accessing alternative provision are assessed against the Small Steps curriculum or B-Squared objectives linked to the National Curriculum, SCERTS and ASDAN modules.

11. Training and Resources

11.1 Training

Internal training provisions are led by the Leaders of LInK, to ensure that all staff are aware of the learning needs of SEND students and are able to support them. Training is delivered, via staff CPD, publications and a number of whole school training sessions. This will include the most up to date strategies according to the SEND Code of Practice. External training will take place for all Teaching Staff in line with the KHDA Mandatory Units required for Teaching Licensing. All training will be supported in accordance with the Kings' CPD Policy.

11.2 Induction of new staff

New teachers will meet with the Leader of LInK during the whole school induction at the beginning of the year and are informed of the SEND provision and practice.

11.3 Three Schools Meeting

The Leaders of LInK will meet regularly to share best practice, discuss students of concern and keep up to date with local and national incentives. This will also ensure consistency across the three schools. A member of SLT will be invited to attend these meetings where appropriate.

12. Roles and Responsibilities

12.1 The Leaders of LInK

12.1.1 The School Principal

Strong leadership is a critical factor in generating inclusive schools. School principals play a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. Consequently, it is important that they

develop a comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across their school. The principal, in partnership with the inclusion support 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.

12.1.2 The Inclusion Champion

Each school's nominated inclusion champion has been identified as a key advocate for the inclusion of students of determination. The inclusion champion should be a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education.

The inclusion champion plays an important role in:

- 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.

12.1.3 The Leader of LiNK

- ensure that the Inclusion Audit and Dubai Inclusive Education Policy Framework and associated legislation is being implemented including the implementation of an inclusive education support team
- work alongside learning support teachers, assistants, class teachers and senior leadership to provide effective provision, training, support and knowledge
- ensure data is accurately recorded on the tracking system and that any planning for learning and teaching is consistent with whole school educational policies and practice

The provision for SEND is the responsibility of Leaders of LiNK. However, as the provision involves all aspects of school learning, the responsibility will include leaders across the school, as well as individual teachers.

12.2 Class Teacher

Class teachers are expected to plan students' learning to be directly related to their IEPs or Quest and/or specific needs as stated in the KHDA Inspection Handbook. Teaching may be on an individual or group basis and involve specialist teachers or learning assistants.

12.3 Learning Support Assistants LSAs

The role of the LSA is to:

- work under the direction of the Leaders of LInK (line manager)
- collaborate with the class teacher to support students with an IEP/ Quest in the classroom
- work both within the classroom and one to one, to support students who have identified or additional learning needs
- encourage and support with activities outside of lessons to enable them to participate as fully as possible e.g. mentoring, support programmes, movement about the building and accompanying students on school trips

12.4 Learning Support Specialists and Learning Support Teachers

The role of the Learning Support specialist and learning support teacher is to:

- work under the direction of the Leaders of LInK (line manager)
- to plan and deliver high quality lessons and interventions
- to work alongside teachers to support specialist differentiating
- to support continued professional development
- to contribute to the IEPs

12.5 Medical

The school nurses are responsible for meeting the medical needs of students.

13. Storing and managing information

SEND information is stored on the school management system and complies by the Data Protection Act.

14. Reviewing the Policy

The Learning Support Policy will be reviewed annually by the Leaders of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with best international practices.

15. Dealing with complaints

Complaints should be made in writing directly to Leaders of LInK and/or Senior Leadership Teams.

This policy was reviewed in September 2022 by Leaders of LInK. The next review is due September 2023.

Appendix 1 - Glossary of terms

Special Educational Needs (SEN)	<ul style="list-style-type: none"> • have an educational need that is different from those of the majority of students; • and which arises from the impact of a disability or recognised disorder and therefore have an external identification.
ذوي الاحتياجات التعليمية الخاصة	يحتاجون نوع معين من المساعدة تختلف عن باقي الطالب العاديين سببها نوع من أنواع الإعاقة ولديهم إثبات على ذلك.
Additional Educational Needs (AEN)	<ul style="list-style-type: none"> • have an educational need that is different from those of the majority of students; but • does not arise from the impact of a disability or recognised disorder (i.e. internally assessed literacy issues with intervention kid) <p>or</p> <ul style="list-style-type: none"> • may not have an educational need that is different from those of the majority of students; but • does arise from the impact of a disability or recognised disorder
ذوي الاحتياجات التعليمية الخاصة	الوجد لديه أي نوع من الإعاقة ولكنهم يحتاجون مساعدة إضافية، يجرى لهم امتحان خاص بالمدرسة لتحديد المشكلة. أو: يوجد عندهم نوع من الإعاقة ولكن يحتاجون مساعدة إضافية في التعلم تختلف عن باقي الطالب
Alternative Education Pathway (AEP)	A modified curriculum pathway which offers bespoke learning opportunities based on the needs profile of individual students.
Graduated Response	The graduated response consists of dividing student into three levels of support need. Wave 1 student are supported by quality first teaching, Wave 2 require learning support intervention to close the gap between them and their peers and Wave 3 are students with an identified SEND and therefore a IEP/MAP

التصنيف الدقيق للطالب	تقسيم الطالب إلى ثلاث أقسام رئيسية، وجميعهم يحتاجون مساعدة بدرجات مختلفة. المرحلة الأولى: يقوم المعلم بشرح مفصل للطالب أكثر من الطالب العاديين. المرحلة الثانية: يحتاج الطالب إلى مساعد معلم لكي يضمن أن المعلومة وصلت بشكل تام وصحيح وتغطية الفروق بينه وبين باقي الطالب. المرحلة الثالثة: تعد أعلى مرحلة حيث يحتاج الطالب إلى خطة تدريس مخصصة له ودعم إضافي خارج الدرس.
I.E.P	Individual education plan
خطة تدريس فردية	يوجد خطة تعليم فردية خاصة بحالة كل طالب.
Special Educational Needs Co-ordinator (SENDCo)	The leader of Inclusion and/or with specific responsibilities relating to the provisions for students with SEN.
ذوي الاحتياجات التعليمية الخاصة المسؤول عن قسم الدعم التعليمي	المسؤول عم هذا القسم لديه صالحيات وأحكام متعلقة بهؤلاء الطالب.
Learning Support	The department that provides provision for students with SEN. At Kings' the department is called LInK/ACe - which stands for Learning Inclusively at Kings
مساعد المدرس	القسم المسؤول عن تقديم الدعم التعليمي للطالب ذوي الاحتياجات التعليمية الخاصة في مدرسة كينجز يدعى (لينك) وهو اختصار إلى (التعليم الشامل في كينجز).
Learning Support Register	This is Kings' list of students who are supported by Learning Support (LInK/ACe). Also known as the Provision Map.
سجل دعم التعلم	في مدرسة كينجز يوجد قائمة بأسماء الطالب الذين يحتاجون لدعم اضافي في التعلم تدعى بالخريطة التفصيلية.
SEND Code of Practice, 2014	SEND (Special Educational needs and Disability) Code of Practice, 2015 is a document released by both the departments for health and education providing guidance on how a Special educational needs department should operate.
ذوي الاحتياجات الخاصة	هي وثيقة صدرت عام 2015 من قبل وزارة التعليم والصحة لدعم ذوي الاحتياجات الخاصة.
Identification Pathway	Sequence of procedures followed by professionals at KSAB if a student is suspected in having SEN.
مسار العمل	سلسلة من الإجراءات التي يتبعها المهنيين في مدرسة كينجز البرشاء إذا كان يوجد طالب من ذوي الاحتياجات الخاصة
Able, Gifted and Talented (AGT)	A term used in schools to describe student who have the potential to develop significantly beyond what is expected for their age.

	'Gifted' refers to a student who has abilities in one or more academic subjects, such as English or maths. 'Talented' refers to a student who has skills in a practical area such as music, sport or art.
الموهوبين والمتفوقين	مصطلح يستخدم في المدارس لوصف الطالب الذين لديهم القدرة على التطور بشكل ملحوظ يتجاوز ما هو متوقع لسنهم المتفوقين " يشير إلى الطالب الذي لديه قدرات في واحد أو أكثر من المواد " الكاديمية، مثل اللغة الإنجليزية أو الرياضيات الموهوبين " يشير إلى الطالب الذي لديه مهارات في مجال عملي مثل " الموسيقى والرياضة أو الفن
Speech, language and communication needs (SLCN)	A student with speech, language and communication needs: <ul style="list-style-type: none"> might have speech that is difficult to understand they might struggle to say words or sentences they may not understand words that are being used, or the instructions they hear they may have difficulties knowing how to talk and listen to others in a conversation
الكالم واللغة واحتياجات التواصل	الطالب الذين يحتاجون دعم في الكالم واللغة والتواصل قد يكون لديهم صعوبة في التحدث والفهم - يبذلون جهداً كبيراً من أجل قول الكلمات أو الجمل - ال يفهمون الكلمات التي يتم استخدامها، أو التعليمات التي يسمعونها قد يكون لديهم صعوبات في معرفة كيفية التحدث والاستماع لآخرين عند المحادثة
Autistic Spectrum Disorder (ASD)	A developmental disorder is characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour. Including Asperger's Syndrome and Autism.
اضطراب طيف التوحد	يتسم الاضطراب التنموي بالصعوبات في التفاعل الاجتماعي والتواصل وبطريقة التفكير والسلوك المقيدة أو المتكررة. بما في ذلك متلازمة أسبرجر والتوحد.
Moderate learning difficulties (MLD)	A student with moderate learning difficulties (MLD) is understood to display significant delay in reaching developmental milestones and may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. They may also have associated speech and language delay, low levels of concentration and under-developed social, emotional and personal skills.
محتوى صعوبات التعلم	الطالب الذي يواجه صعوبات في التعلم يظهر تأخيراً كبيراً في الوصول إلى المراحل التنموية وقد يواجه صعوبة أكبر بكثير من أقرانه في اكتساب المهارات الأساسية في القراءة والكتابة والحساب. كذلك تأخر في الكالم واللغة، وانخفاض مستويات التركيز والمهارات الاجتماعية والعاطفية والشخصية.
Severe learning difficulties (SLD), صعوبات التعلم الشديدة	student with a severe learning disability often use basic words and gestures to communicate their needs. Many need a high level of support. الطالب ذوي الإعاقات الشديدة غالباً ما يستخدم الكلمات الأساسية والإيماءات

	للتعبير عن احتياجاتهم ويحتاجون إلى مستوى عال من الدعم.
Profound and multiple learning difficulties (PMLD),	student who have a profound intellectual disability, which means that their intelligence quotient (IQ) is estimated to be under 20 and therefore they have severely limited understanding.
صعوبات التعلم العميقة والمتعددة	الطالب الذي لديه إعاقة ذهنية عميقة، يعني أن محصول الذكاء لديهم محدود ويقدر أن يكون أقل من 20، وبالتالي لديهم فهم محدود للغاية.
Specific learning difficulties (SpLD)	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder, dyscalculia and dysgraphia. All specific learning difficulties (SpLDs) exist on a continuum from mild to moderate through to severe.
صعوبات التعلم المحددة	الاضطراب يعد أشهر الحالات النفسية الأساسية التي تنطوي على فهم أو استخدام اللغة، المنطوقة أو المكتوبة، التي قد تظهر نفسها على شكل عدم قدرة على الاستماع، التفكير، الكالم، القراءة، الكتابة أو التوضيح، أو حتى للقيام بالعمليات الحسابية. وأكثرها شيوعاً هي عسر القراءة، (الديسبراكسيا)، اضطراب نقص الانتباه، فرط النشاط. جميع صعوبات التعلم المحددة موجودة على شكل سلسلة متصلة بدرجات مختلفة من خفيفة إلى معتدلة أو شديدة.
Global Learning Difficulties	When student have learning difficulties that are more generalised and don't relate to a specific neural problem or immaturity, they can be described as having moderate, severe or profound and multiple learning difficulties, depending on their degree of difficulty
صعوبات التعلم العامة	عندما يكون لدى الطالب صعوبات في التعلم أكثر عمومية وال ترتبط بمشكلة عصبية محددة أو عدم نضج، يمكن وصفها بأنها تعاني من صعوبات تعلم متوسطة أو شديدة أو عميقة ومتعددة، اعتماداً على درجة الصعوبة.
Vision impairment (VI),	Visually impaired person's eyesight cannot be corrected to a "normal level". It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.
ضعف الرؤية	ال يمكن تصحيح ضعف البصر إلى "المستوى العادي". ويمكن القول أن ضعف البصر هو أن العين تقوم بوظائف محددة.
Hearing impairment (HI)	A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds.
ضعف السمع	ضعف السمع هو فقدان السمع الذي يمنع الشخص من تلقي الأصوات تماماً من خلال الأذن. إذا كان الضعف خفيف، فإن الشخص يواجه صعوبة في سماع الكالم خاصة من مكان بعيد. الشخص الذي يعاني من ضعف السمع قد يستخدم السماعات

	التضخيم الأصوات.
Multi-sensory impairment (MSI)	student who have impairments of both vision and hearing.
الضعف البصري والسمعي	الطالب الذي يعاني من ضعف في الرؤية والسمع.
Physical disability (PD)	<p>Total or partial loss of a person's bodily functions (e.g. walking, gross motor skills, bladder control etc.) and total or partial loss of a part of the body (e.g. a person with an amputation).</p> <p>Some examples of lifelong physical disabilities include:</p> <ul style="list-style-type: none"> • amputation; • arthritis; • cerebral palsy; • upper limbs; • multiple-sclerosis; • muscular dystrophy; • acquired spinal injury (paraplegia or quadriplegia); • post-polio syndrome; • spina bifida.
الإعاقة الجسدية	<p>الفقدان الكلي أو الجزئي لوظائف الجسم الجسدية (مثل المشي، والمهارات الحركية الجمالية، والتحكم في المثانة، وما إلى ذلك) أما الفقدان الجزئي هو فقدان أحد أعضاء الجسم (على سبيل المثال الشخص الذي لديه بتر). وتشمل بعض الأمثلة على الإعاقات الجسدية مدى الحياة ما يلي: البتر - التهاب المفاصل - الشلل الدماغي - تصلب الأطراف العلوية - ضمور العضلات - إصابة في العمود الفقري (الشلل النصفي أو الكامل) - متالزما ما بعد شلل الأطفال - انشقاق العمود الفقري</p>
The Knowledge and Human Development Authority (KHDA)	The educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates.
هيئة التنمية والمعرفة البشرية	مسؤولة عن ضمان الجودة التعليمية والسلطة التنظيمية لحكومة دبي، الإمارات العربية المتحدة.
Cognitive ability test (CATs)	<p>The CAT (cognitive ability test) assesses an individual's ability to reason with and manipulate different types of symbols. Three main types of symbol play a substantial role in human thought. These symbols represent:</p> <ul style="list-style-type: none"> • words • quantities • spatial, geometric or figural patterns.

اختبار القدرة المعرفية	اختبار القدرة المعرفية: يقيم قدرة الفرد على التفكير ومعالجة أنواع مختلفة من الرموز ثلاثة أنواع رئيسية تلعب دورا كبيرا في الفكر البشري. تتمثل في: الكلمات - الكميات - الأنماط المكانية أو الهندسية أو الشكلية
Secondary Leadership Team (SLT)	A team comprising of the Head teacher, Deputy head teachers and assistant head teachers of the Secondary school.
فريق إدارة المرحلة الثانوية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الثانوية.
Primary Leadership Team (PLT)	A team comprising of the Head teacher, Deputy head teachers and assistant head teachers of the Primary school
فريق إدارة المرحلة الابتدائية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الابتدائية.

Appendix 2 - References

Dubai Inclusive education Policy Framework (2017)

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

UN Convention on the Rights of Persons with Disabilities and Optional Protocol

<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination

<https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>

Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>

Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf)

General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

SEND Code of Practice (UK, 2015)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads>

[/attachment_data/file/398815/SEND Code of Practice January 2014.pdf](#)