



HARROW
INTERNATIONAL
SCHOOL


DUBAI

INCLUSION POLICY

2026 - 2027



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1. What is Inclusion?

The Dubai Inclusive Education Policy Framework (2017, p. 10) describes Inclusion as: “Educating all Pupils, including Pupils identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all pupils have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All pupils are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm which underpins school culture and is reflected in attitudinal, organisational and pedagogical discussion and decisions. Inclusion at Harrow Dubai is underpinned by the principle that all pupils have a right to access high-quality education within a common learning environment.

Within Harrow International School Dubai (HSD), the above two statements resonate with all our core values of courage, honour, humility and fellowship required to make a positive difference in the world.

HSD wholeheartedly believes that successful and quality Inclusion provides all our pupils with the best chance for personal success while considering their wellbeing. The teaching and supporting of pupils of determination is a whole school responsibility and requires effective communication, and collaboration between all parties to ensure success.

When Inclusion works it:

- should result in every pupil feeling safe, confident and happy at school
- should see every pupil making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and co-curricular activities
- promotes the pupils’ beliefs in themselves as a learner and valued member of our school community
- is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils

2. Legislation and Guidance within the UAE

For the purpose of this policy all information will be based on statutory requirements and guidelines discussed in the following documents:



- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Federal Law No. (29) of 2006 – The first law in the UAE to protect the rights of people of determination. The law provides for equal care, rights and opportunities for people of determination in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities
- Dubai Law No. (2) of 2014 – Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Implementing Inclusive Education: A Guide for Schools – Creating the capacity for change
- Executive Council Resolution No. (2) of 2017 – Regulating Private schools in the Emirate of Dubai. With specific reference to:
 - Article 4 (14) – The KHDA will have the duties and powers to establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Pupils with disabilities in private schools.
 - Article 13 (16) – A private school must treat its Pupils equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Pupils with disabilities
 - Article 13 (17) – A private school must admit Pupils with disabilities in accordance with the terms of its educational permit, the rules adopted by the KHDA, and the relevant legislation in force
 - Article 13 (19), A private school must provide all supplies required for conducting the educational activity, including devices, equipment, furniture and other supplies which the KHDA deems necessary, such as the supplies required by Pupils with disabilities.
 - Article 23 (4). A private school must have and implement a clear and transparent pupil affairs policy that is approved by the KHDA. This policy must provide a special needs friendly environment and academic programmes appropriate for Pupils with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

3. Aims and Implementation

HSD aims to provide all pupils with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning that is tailored to the individual pupil to enable the acquisition of skills, knowledge and concepts relevant to their future;
- Recognising that emotional wellbeing and a strong sense of belonging are fundamental to successful learning
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated;
- Enabling pupils to become active, responsible, independent and caring members of the school and wider international community;
- Promoting wellbeing and a healthy lifestyle.

All leaders and beaks work towards these aims by:



- Promoting high quality differentiated learning opportunities by planning lessons that enable pupils to achieve their highest potential;
- Providing high quality curriculum design that meets the individualised learning needs of each pupil;
- Providing high quality learning environments that engages pupils in their learning;
- Promoting an effective partnership that supports parents/carers and the wider community as partners in the pupils' learning experiences;
- Fostering respect and support in a caring environment.

4. Meeting Diverse Needs

At HSD, we recognise that to achieve our aims we must actively seek to recognise and meet the very diverse needs of our Pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Understanding that needs may broadly fall within areas such as cognition and learning, communication and interaction, social, emotional and mental health, and physical or sensory needs.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of Pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Early identification of need through admissions information, assessment data, teacher observation and parental communication
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- Sharing any concerns, we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other pupil services or external agencies involved in the care and support of pupils.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.
- Support is delivered through a graduated response model: Assess – Plan – Do – Review, ensuring that provision is responsive, targeted and regularly evaluated to meet each pupil's needs.
- Provision is typically structured across three levels:
 - High-quality inclusive teaching for all pupils
 - Targeted support for pupils requiring additional intervention
 - Individualised programmes for pupils with more complex needs

5. Potentially vulnerable groups

There are several identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils of Determination (pupils with Special Educational Needs, also known as SEND)
- Pupils whose home language is not English – English as an Additional Language (EAL)
- Pupils who are Gifted & Talented (G&T)
- Pupils who might be subject to abuse or harassment, for whatever reason or may be at risk for significant harm
- Pupils whose family are in crisis or under great stress
- Pupils with poor attendance and/or punctuality
- Pupils who are at risk of disaffection and exclusion from school
- Pupils who have a temporary high-level need

6. Promoting and Supporting Inclusion

At Harrow Dubai, every beak is a teacher of pupils with additional needs. Inclusive practice is a whole-school responsibility and underpins all teaching and learning.

6.1. Parents / Carers

At HSD, we believe that the support of the parent is crucial for Inclusion to be successful and tailored to the individual needs of the pupil. Parents are responsible for:

- Disclosing any formally identified barriers to learning that may have been previously identified to assist the school to put appropriate support in place. An application also needs to be accompanied by previous academic reports, provision plans, individual education plans, or any other documents that may be relevant.
- Communicating with the class / specialist beak and reporting concerns relating to Inclusion to the Director of Inclusion.
- Take an active part in the development of their child's pupil passport.
- Implementing strategies within the home that have been shared by the school to ensure consistency.

6.2. Harrow International Schools Limited (HISL) Board of Governance

The HISL Board of Governance plays a critical role in prioritising the provision of systematic support for the development of an inclusive school and system of education. They are responsible for:

- A commitment to Inclusion evident in the representation and engagement of key



stakeholders such as parents and pupils.

- Supporting the Senior Leadership Team to deliver the vision, mission, strategic priorities and values of HSD and are also responsible for monitoring the performance of pupils and staff across school in accordance with agreed policies, procedures and school action plans.
- The appointment of a Community Governor for Inclusion.

6.3. Community Governor for Inclusion

The appointed Community Governor for Inclusion is responsible for ensuring that HSD provides outstanding school leadership and management, practices that promote achievement of personalised educational outcomes for all pupils. The Community Governor for Inclusion supports the governing board to:

- Set strategic direction through a clearly-stated inclusive vision and ethos
- Hold the designated school-based Inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- Allocate financial investment to ensure that targeted plans are sufficiently resourced
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

6.4. The School Head Master

The Head Master in partnership with the Inclusion support team will:

- Effectively communicate a vision of Inclusion, ensuring the engagement of the entire school community
- Conduct school-wide reviews of current practice to highlight best practice and identify areas for targeted improvement
- Support the development and implementation of a comprehensive and strategic inclusive education improvement plan
- Ensure that all staff receive the support they require, enabling and ensuring that inclusive approaches to teaching and learning are embedded in their practice
- Provide an annual programme of continued professional development for all staff at all levels across the school
- Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles

6.5. Senior Leadership Team

The Senior Leadership Team will aim to promote Inclusion in HSD through all policies, systems and practices.

6.6. Inclusion Team

The Inclusion Team operates as a coordinated structure to ensure consistency, clarity and quality of provision across the school. The Inclusion Team assist the Head Master in achieving a vision of inclusive education in practice. This team includes school staff with specific roles in promoting, developing, and assisting in the implementation of inclusive education. For HSD, this includes the Community Governor for Inclusion, Director of Inclusion, support beaks (both EAL and SEND), the school counsellor, the career counsellor (when necessary), the school nurse, the facilities manager and learning support assistants.

6.7. Director of Inclusion

At HSD, the Director of Inclusion plays a key role (in partnership with other senior leaders and the Head Master) in monitoring, advising, evaluating and planning for the development of inclusive practice and provision across the school. Specific responsibilities include:

- Alongside the Head Master, uphold and review the Strategic Inclusive Education Improvement Plan.
- Reviewing the implementation and effectiveness of evidence-based programmes of intervention for individual and small groups of pupils.
- To support and monitor (including performance management) the work of the Inclusion Team and ensure that they are appropriately placed (through provision mapping).
- Working alongside beaks to observe, assess and identify special educational needs.
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote pupil learning, development and wellbeing.
- Providing advice and guidance to both beaks and parents.
- Promoting high expectations of pupil learning and achievement.
- Supporting the development of relevant and meaningful learning activities.
- Facilitating collaborative meetings to promote the development of individual education plans.
- Monitoring and supporting classroom beaks in the development and implementation of specific strategies to lower barriers to learning.
- Maintaining the register in consultation with other staff.
- Organising professional development opportunities for staff.

6.8. Support Beak

The Support Beak's specific responsibilities include:



- Working collaboratively with parents.
- Developing and involving all stakeholders in the creating of the Pupil Passport.
- Working with and supporting the Director of Inclusion, as well as external providers relating to Inclusion.
- Supporting beaks in observing, assessing and identifying special educational needs in the school.
- Supporting beaks in ensuring pupil progress through forming positive and professional partnerships and then to engage them in personalised professional development programmes around particular areas of development.
- Implementing evidence-based programmes of intervention for individual and small groups of pupils.
- Helping to maintain the respective SEND and EAL registers.
- Working with external providers relating to Inclusion.

6.9. Classroom Beaks / Subject Specialists

Classroom beaks and Subject Specialists are responsible for the learning, progress and outcomes of all the pupils in their classroom and should work collaboratively with parents, support beaks, learning support assistants and specialists. Their main roles include:

- Assessing, evaluating, and reporting on pupils' progress
- Providing a safe, welcoming, and motivating environment for learning
- Working closely and in parallel with other professionals
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximise their pupils' achievement
- Taking part in the development of the Individual Education Plan (IEP) and its progress review
- Implementing goals set in the Individual Education Plan (IEP)
- Managing information about pupils and communicating this information to parents and other relevant personnel
- Supervising and coordinating work with the Learning Support Assistants
- Promoting pupil interactions with their peers

6.10. Learning Support Assistants

Learning Support Assistants (LSAs) work in collaboration with classroom beaks so that pupils are successfully included in the classroom environment alongside their peers. It is important to note that ultimately the classroom beak is responsible and accountable for the impact and outcomes of the pupils' educational programme. LSAs also work in close



collaboration with the Support Beaks, making the bridge between the pupils and the classroom environment.

LSAs at HSD are used differently across separate phases of the school (depending on classroom and pupil need). LSAs are all school funded, although some will be working individually with certain pupils. Their specific responsibilities will differ according to the individual context of each LSA (whether 1:1, in class push-in support or small group pull-out support), but will broadly include:

- Providing individual or small group support to specific pupils
- Promoting independence in all aspects of school life
- Promoting access to targeted support outside of the classroom
- Working on differentiated activities with groups of pupils
- Developing social/emotional skills
- Working with beaks to monitor the progress of the pupils
- Supporting intervention or therapy sessions

6.11. School Counsellor

The School Counsellor has a key role in promoting and supporting inclusive practice at HSD, some of which include:

- Observing and engaging with any pupils who may be vulnerable, liaising with beaks or senior staff regarding any concerns.
- Being the point of contact and supporting all pupils including new pupils as required.
- Helping to devise ways of best supporting the pupils he/she works with.
- Observing the wellbeing of pupils within social settings and spending time within classes or in conference working with individual pupils.
- Working alongside staff and pupils to promote positive relationships for all pupils throughout the school day; including where necessary break and lunchtimes.
- Undertaking individual or group work with pupils whose behaviour gives cause for concern.
- Supporting pupils with their transition plans. This could be with regards to within the school in terms of support when choosing subjects or academic paths and for university when necessary
- Taking a supporting role in working alongside external family support agencies.
- For more in-depth information on the roles of the School Counsellor at HSD, please see the School Head Master.

6.12. School Nurses

The school nurse has a key role in promoting and supporting inclusive practice at HSD. Briefly some of the tasks relevant to inclusion include:

- Keeping health records
- Informing the Senior Leadership Team of medical conditions which impact on learning.
- Promoting healthy lifestyles
- Ensuring pupils are sun safe
- Ensuring the Health and Safety of all pupils under the care.

7. Personalising the Curriculum

In some cases, the curriculum itself may pose a barrier to pupils achieving to their full potential. When this is the case:

- School Leaders and beaks are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend HSD and where required alternative frameworks such as the ASDAN programme are utilised to support pupils' needs.
- School Leaders ensure that the principles of Inclusion are applied to all activities with which pupils engage in at school or on educational visits; this includes the variety of CCAs.
- All members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

8. Admissions

In terms of school admissions; in line with the Dubai Inclusive Education Policy Framework (2017), supported by Dubai Law No.2 (2014) and The Executive Council Resolution No.2 (2017):

- No pupil will be refused access in terms of admissions to HSD due to their experience of disability.
- Registration of pupils of determination who are siblings of existing pupils will be prioritised.



- Those pupils of determination with severe and profound needs that cannot be met in a school will be supported in connecting with, and accessing, educational and therapeutic provisions in special educational centres or centres for pupils of determination.

9. The School Inclusion Register

The School Inclusion Register is an important record of pupils and their current levels of support within the school. It provides the Inclusion Team with up-to-date information that informs them of the context of classes and the support that pupils require. It is important that:

- Pupils who are identified by the school as struggling with barriers relating to SEND, EAL and/or Gifted and Talented are entered on to the schools' Inclusion Register. Parents must be notified, and the Register must always be up to date.
- The Register will be formally reviewed three times a year (at the time of pupil target setting) during which an evaluation of whether the pupil is reaching his or her full potential will be made. Progress will be monitored closely to ensure that pupils have a full range of opportunities to grow and develop their potential.
- The Register will also be amended in addition to the above as needed.

10. Parental Engagement

HSD firmly believes in developing a strong partnership with parents and that it is only through such a partnership that pupils with barriers to Inclusion will be provided with holistic support in order to be fully assisted in achieving to their full potential. Parents possess unique information regarding their children that can assist in identification as well as during the continued provision of support. Thus, at HSD, we strive to:

- Ensure parents/carers feel welcome in the school with the knowledge that they and their children are supported. This is enhanced through the school's 'open door' policy, offering informal chats when necessary and formal discussion by appointment.
- Have full and open consultation with parents / carers with their concerns being recorded and acted upon
- Ensure that parents are always fully aware of the support their child is receiving.



11. Working Partnerships with External Agencies

HSD recognises the important contribution that external support services make in assisting to identify, assess, and provide recommendations and support for pupils. Thus, the Director of Inclusion will keep an updated list of suitable external agencies for pupil referral in order to improve the provision of quality care and support to both Pupils and parents. A referral will always be in the best interest of the child and collaboration between the school and external agencies in-school is essential. Whenever considered necessary and appropriate pupils requiring support may be referred to:

- Educational psychological services
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- School clinic
- Other groups or organisations relating to support

12. Staff Development and Training

HSD makes use of local staff training and whenever possible, supports staff to attend local courses and conferences. The Inclusion Team also provide additional training to all staff and parents.

13. Pupils Transferring to Another School

Should a pupil wish to transfer to another school, the school (in collaboration with the Director of Inclusion) is responsible to pass school records on to the next placement and engage in verbal liaisons to ensure that a pupil's transfer is successful. Particular attention is given to key transition points, both within and beyond the school, to ensure continuity of support and successful integration. Any external agency reports require the express permission of the parents/carer before being shared. This is critical to ensure that the pupil with barriers to their learning (whether a pupil of determination, or one with specific needs relating to EAL or G&T) receive continuity in terms of their support to continue to enable them to achieve and progress to their full potential.

14. Premises / School Grounds

HSD strives to be as inclusive as possible. Collaboration between the Facilities Manager, the School Head Master and the Director of Inclusion ensures that a plan is in place to continue to develop the school facilities based on standards set out in the Dubai Universal Design Code.

15. Complaints

Complaints regarding the provision of 'Inclusive Practices' will be taken seriously and every effort will be made to resolve the complaint within the school. The Director of Inclusion will discuss any complaint with those involved and inform the School Leadership Team where appropriate. Parents/carers must be kept informed regarding the complaint procedure.

16. Monitoring and Review

The Head Master and Director of Inclusion will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

Review Date: As Required