

‘Dubai Schools’ Inclusion Policy



مدارس دبي
DUBAI SCHOOLS



Policy Details

Policy Title	'Dubai Schools' Inclusion Policy
Policy Number	DSEDUC-008
Policy Owner	Education
Version	2
Effective Date	31 August 2026
Scheduled Review Date	01 August 2027
Applicable To	All 'Dubai Schools'

Prepared by:

Name	Designation	Signature
Amal Hammad	Cluster Inclusion Head for Dubai Schools	

Reviewed by:

Name	Designation	Signature
Anita Stewart	Superintendent (DSB)	
John Garman	Superintendent (DSK)	
Genevieve Perrault	Superintendent (DSN)	

Approved by:

Name	Designation	Signature
Graham Paris	Director – 'Dubai Schools'	
Rebecca Gray	Chief Education Officer	
Governing Board	N/A	Approved during the meeting dated xxx

Table of Contents

Section No.	Section Title	Page No
1	Purpose	4
2	Scope	5
3	The 'Dubai Schools' Vision, Mission and Values	5
4	Key Definitions	6
5	Roles and Responsibilities	8
6	Identification and Admission	12
7	Provision and Support	13
8	Curriculum Access and Adaptation	14
9	Student Voice, Participation and Wellbeing	15
10	Partnership with Parents	15
11	External Agencies and Services	16
12	Monitoring, Assessment and Review	16
13	Professional Development	17
14	Accessibility and Environment	17
15	Students Transferring to Another School	17
16	Complaints	18
17	Scholarship Review, Withdrawal and Re-enrolment	18
18	Policy Review	20
19	Implementation Timeline	21
20	Non-Compliance	22

1. Purpose

At Dubai Schools, we are dedicated to fostering an inclusive environment in which every student is supported to achieve their full academic, social, and emotional potential. This policy outlines the school's commitment to delivering high-quality, personalized learning experiences that enable all students to develop the knowledge, skills, and understanding required for their future pathways. It reinforces a culture of care, mutual respect, and collaboration, where effort is recognized and achievements are celebrated. In alignment with the expectations of KHDA and the priorities of the Ministry of Education UAE, the policy ensures that inclusive practices are embedded across all aspects of school life. Dubai Schools aims to empower students to become active, responsible, and independent learners who contribute positively to both the school and the wider international community, while promoting wellbeing and encouraging healthy lifestyles for all.

Legislation and Guidance with the UAE

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

- a) [United Nations Convention on the Rights of Persons with Disabilities \(UNCPRD\)](#)
- b) [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.
- c) [Dubai Law No. \(2\) of 2014](#) - Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
- d) [The Dubai Inclusive Education Policy Framework \(2017\)](#) - which aims to provide information about the procedures and standards necessary for the improvement of inclusive education provision.
- e) [Implementing Inclusive Education: A Guide for Schools](#) - Creating the capacity for change.
- f) [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 Students with disabilities in private schools.
 - [Article 13 \(16\)](#) - A private school must treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities

- Article 13 (17) – A private school must admit students 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 Students with disabilities
- Article 23 (4) – A private school must have and implement a clear and transparent student affairs policy that is approved by the KHDA. This policy must provide a special needs friendly environment and academic programmes appropriate for students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

Dubai Schools recognizes inclusion as a whole-school responsibility and a core component of school improvement, wellbeing, safeguarding, and educational excellence.

2. Scope

This policy applies to all students and staff across Dubai Schools and guides inclusive practices within teaching, assessment, and wellbeing provision. It defines expectations for staff responsibilities, collaboration with parents, and engagement with external specialists to ensure that diverse learning needs are effectively supported, in line with the requirements of KHDA and the Ministry of Education UAE.

This policy is supported by school-level procedures, guidance documents, and Standard Operating Procedures (SOPs), which outline the operational implementation of inclusive practices across Dubai Schools.

3. The 'Dubai Schools' Vision, Mission and Values

a. School Mission

Combining an inquisitive teaching approach and future-focused skillset delivery, we work hand-in-hand with the community to nurture students to become independent and empathetic learners. We offer an American education that is guided by Arabic principles and Islamic values, and fosters future-ready graduates, driven by pride and tolerance.

b. School Vision

'Dubai Schools' align with Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum's vision of a School Model that enriches Dubai's educational system by developing individuals who are both nationally rooted and globally competent.

c. School Values

Future-ready:

Equipping students with the necessary life skills to face future challenges, both national and global, with resilience, while encouraging them to be ambitious, self-directed learners.

Trust & Empathy:

Developing a home-school relationship based on trust and respect, while fostering a welcoming school environment in order for every student to flourish and every parent to feel reassured. Bringing empathy into our classrooms and embedding it as a core value.

Collaboration & Inclusion:

Working together with education partners, parents, and the wider community to achieve shared goals, making every member of the school community feel valued. Cultivating an inclusive culture that recognizes and honors an individual's strengths and abilities.

Cultural Preservation:

A dynamic and forward-thinking learning system that is rooted in the Emirati culture. Guided by Arabic and Islamic values to further foster a culture of strong identity and tolerance, while maintaining a global outlook.

Academic Excellence:

A strong international curriculum that prepares and inspires students to contribute positively towards the future in a caring and inclusive environment. High- quality innovative education will be delivered to equip students with essential problem solving, critical thinking, and life skills, so that they graduate with a thorough understanding of the world they will inhabit and lead in their future.

4. Key Definitions

Inclusion

The Dubai Inclusive Education Policy Framework (2017, p10 and p.38) describes Inclusion as:

“Educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students 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 students 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, behaviors, systems and beliefs that enable inclusive education to become a norm which underpins school culture and is reflected in attitudinal, organizational and pedagogical discussion and decisions”.

Students of Determination (SoD)

A term used in the UAE to describe students with disabilities or special educational needs. It reflects a strengths-based approach that recognizes determination and potential, rather than limitations.

Special Educational Needs and Disabilities (SEND)

Refers to a wide range of needs arising from physical, sensory, cognitive, communication, or social-emotional differences that may impact a student’s ability to access learning without additional support.

Formally Identified Students

Students who have been assessed and diagnosed by a qualified external professional (e.g., educational psychologist, therapist, or medical specialist) and have documented evidence outlining their specific needs. This identification informs targeted and specialist support provision within the school.

Internally Identified Students

Students identified by the school through internal processes such as teacher observations, screening assessments, progress data, and response to intervention. These students may not have a formal diagnosis but require additional or targeted support to address emerging or persistent barriers to learning.

English Language Learners (ELL)

Students whose first language is not English and who may require additional support to develop proficiency in English in order to access the curriculum and participate fully in school life.

Higher Ability and Talented Students

Students identified as having advanced levels of aptitude, competence, or potential in one or more areas, who require enhanced challenge, enrichment, and extension opportunities to maximize their achievement.

Students with Social, Emotional and Behavioral Needs (SEBN)

Students who experience difficulties in managing emotions, behavior, or social interactions, which may impact their learning, wellbeing, and relationships, and who may require targeted or specialist support.

5. Roles and Responsibilities

Inclusive practice is a shared responsibility across the school community. All staff are expected to contribute to the identification, support, progress, wellbeing, and successful inclusion of all students.

Policy Governance and Accountability

Policy Owner: Cluster Head of Inclusion and Wellbeing

Responsible for overall approval, strategic direction, and ensuring alignment with the school's Vision, Mission, and Values.

Implementation Leads: Head of Inclusion

Responsible for the day-to-day implementation, monitoring consistency of practice, staff support, and ensuring the policy is embedded across the school.

Oversight: Superintendent and Governors

Responsible for monitoring the effectiveness of the policy, ensuring compliance with safeguarding and inclusion expectations, and reviewing impact on student outcomes and wellbeing.

School Governing Board

The School Governing Board plays a strategic role in promoting inclusion and ensuring accountability. Responsibilities include:

- Demonstrating a clear commitment to inclusion through stakeholder representation and engagement.
- Supporting the Senior Leadership Team (SLT) in delivering the school's vision, values, and strategic priorities.
- Monitoring the performance of students and staff in line with school policies and improvement plans.

Governors Oversight for Inclusive Education

Governance oversight is strengthened through the collaboration with Taaleem inclusion leaders, including the Taaleem Head of Inclusion and Wellbeing and the Cluster Inclusion Head. They are responsible for:

- Supporting the development of a clear inclusive vision and strategic direction.
- Holding school leaders accountable for the implementation and impact of inclusive education plans.
- Monitoring outcomes through defined inclusion performance measures.

Principal and Senior Leadership Team (SLT)

The Principal and SLT are responsible for embedding inclusive practice across the school. They will:

- Champion inclusion at all levels of the organization.
- Ensure inclusion is a standing agenda item across leadership and operational meetings.
- Embed inclusive approaches within all policies, systems, and practices.
- Ensure recruitment, induction, and professional expectations reflect a commitment to inclusion.

Inclusion Support Team

The Inclusion Support Team works collaboratively to implement the school's inclusive vision. This team includes leaders and specialists such as the Head of Inclusion, ELL Coordinators, Support Teachers, LSAs, and relevant SLT/MLT members. The Inclusion Support Team collaborates through regular review meetings, consultation, and coordinated planning to ensure consistent implementation of inclusive provision. Their role is to:

- Support the implementation of inclusive practices across the school.
- Provide guidance and specialist input to staff.

- Ensure coordinated provision for students with diverse learning needs.

Head of Inclusion

The Head of Inclusion leads the strategic and operational development of inclusive provision.

Responsibilities include:

- Leading and reviewing the Strategic Inclusive Education Improvement Plan.
- Monitoring the effectiveness of interventions and provision.
- Managing and supporting the Inclusion Team, including deployment through provision mapping.
- Supporting identification and assessment of student needs in collaboration with teachers.
- Working with internal and external specialists to promote student development and wellbeing.
- Providing guidance to staff and parents.
- Promoting high expectations and inclusive classroom practices.
- Facilitating the development and review of IEPs/Pupil Passports.
- Monitoring implementation of strategies to reduce barriers to learning.
- Maintaining the inclusion register.
- Leading professional development related to inclusion.

Support Teachers

Support Teachers play a key role in delivering targeted and specialist provision. They are responsible for:

- Working collaboratively with parents and school staff.
- Supporting the development and implementation of IEPs.
- Assisting in the identification and assessment of student needs.
- Delivering evidence-based interventions for individuals and small groups.
- Supporting teacher development through collaboration and guidance.
- Maintaining accurate records and support registers.
- Liaising with external specialists where appropriate.

Class Teachers / Subject Specialists

Teachers are accountable for the progress and outcomes of all students in their classes. They are expected to:

- Plan and deliver high-quality, differentiated instruction.
- Assess, monitor, and report on student progress.
- Create inclusive, supportive, and engaging learning environments.
- Implement appropriate accommodation and modifications.
- Contribute to and implement IEP targets.

- Collaborate with parents, LSAs, and specialists.
- Manage and deploy LSAs effectively.
- Promote positive peer interactions and inclusion within the classroom.

Learning Support Assistants (LSAs)

LSAs support students to access learning and develop independence. Working under the direction of teachers, their responsibilities include:

- Providing targeted individual or small group support.
- Promoting independence and participation in all aspects of school life.
- Supporting differentiated learning activities.
- Assisting in the development of social and emotional skills.
- Monitoring and supporting student progress.
- Supporting intervention programmes and therapy sessions.

School Counsellor

The School Counsellor supports student wellbeing and inclusion by:

- Identifying and supporting vulnerable students.
- Providing individual and group support where needed.
- Promoting positive relationships and emotional wellbeing.
- Advising staff on strategies to support students.
- Liaising with families and external support services where appropriate.

Parents / Carers

At Dubai Schools, parents are key partners in supporting inclusive practice. Their active engagement is essential to ensure provision is effective and responsive to individual needs.

Parents are expected to:

- Share any formally identified needs or barriers to learning, supported by relevant documentation (e.g., reports, IEPs, assessments) to enable appropriate provision.
- Maintain open communication with teachers and raise inclusion-related concerns with the Head of Inclusion where necessary.
- Actively contribute to the development and review of their child's Individual Education Plan (IEP) or Pupil Passport.
- Support the implementation of agreed strategies at home to ensure consistency between school and home

Students

Students play an active role in contributing to an inclusive school environment and in taking ownership of their learning. They are expected to:

- Engage positively in their learning and participate in all aspects of school life to the best of their ability.
- Show respect, empathy, and acceptance towards others, valuing diversity within the school community.
- Contribute to discussions about their learning, including setting and reviewing personal targets where appropriate.
- Follow agreed strategies and expectations to support their progress and wellbeing.
- Seek support from teachers or trusted adults when needed.

6. Identification and Admission

Inclusive Admissions Statement

Dubai Schools is committed to providing an inclusive admissions process that ensures equitable access to education for all students. In line with the expectations of KHDA, the school does not discriminate on the basis of ability, need, or background. Admission is open to all students, including Students of Determination and those with additional learning needs, provided that the school can reasonably meet their needs and ensure their health, safety, and wellbeing. The school works in partnership with families to determine the most appropriate provision and support required for each student. ([Refer to Admissions Policy](#))

Early Identification

Dubai Schools adopts a proactive and graduated approach to the early identification of students who may require additional support. Identification may take place through:

- Baseline assessments and screening processes upon entry and at key transition points
- Ongoing teacher observations and formative assessments
- Analysis of student progress and attainment data
- Internal referral processes where concerns are raised by staff or parents

Students may be identified as requiring support either through formal external diagnosis or through internal school-based processes. Early identification aims to ensure that appropriate support and intervention are implemented in a timely manner to reduce barriers to learning and promote positive outcomes.

Collaboration with Parents and External Professionals

Dubai Schools recognizes the importance of strong partnerships in supporting student success. The school works collaboratively with parents throughout the identification,

admission, and support process, ensuring open communication and shared decision-making.

Where appropriate, the school liaises with external professionals, such as educational psychologists, therapists, and medical specialists, to inform assessment, planning, and provision. Parents are encouraged to share relevant reports and engage in discussions to support a comprehensive understanding of their child's needs. This collaborative approach ensures that provision is personalized, consistent, and aligned with best practice.

Potential Vulnerable Groups

Dubai Schools recognizes that some students may require additional support to access learning and achieve equitable outcomes. The following groups are identified as priorities within the scope of this policy:

- a) Students of Determination (SoD)
- b) Formally identified students with Special Educational Needs and/or Disability (SEND)
- c) internally identified students
- d) English Language Learners (ELL) (Refer to ELL Policy)
- e) Students who are identified as "Higher Ability" or "Talented" (HA&T) (Refer to HA&T Policy)
- f) Students with Social, Emotional and/or Behavioral Needs (SEBN). (Refer to Counselling Policy)

7. Provision and Support

Provision and Support

Dubai Schools implements a graduated approach to provision, ensuring that support is responsive, evidence-based, and matched to the individual needs of students. In line with the expectations of KHDA, provision is delivered across three levels:

Level 1 (Universal Level)

High-quality, inclusive teaching forms the foundation of provision for all students. This includes adaptive teaching, differentiation, and the use of inclusive strategies to ensure full access to the curriculum. Teachers are accountable for the progress and outcomes of all learners through effective planning, assessment, and classroom practice.

Level 2 (Targeted Level)

Additional support is provided for students who require interventions beyond universal provision. These are typically time-bound, evidence-based programs delivered in small groups or through short-term support, aimed at addressing specific barriers to learning and accelerating progress.

Level 3 and 3+ (Specialist Level)

Individualized provision is implemented for students with more complex or persistent needs. This may include personalized programs, Individual Education Plans (IEPs), and input from specialist staff and external professionals. Provision at this level is closely monitored and regularly reviewed to ensure impact.

Level 3+: This aligns with the requirements of Level 3 but is specifically applicable to students in Specialist Provision Classrooms (Inspire, Aspire, Thrive), as well as those following fully or partially modified curriculum pathways that do not lead to high school equivalency.

Provision across all levels is informed by ongoing assessment, data analysis, and collaboration between teachers, the Inclusion Team, parents, and, where appropriate, external specialists. The school ensures that reasonable adjustments, curriculum adaptations, and effective deployment of resources are in place to remove barriers to learning and promote meaningful participation and sustained progress for all students.

8. Curriculum Access and Adaptation

Dubai Schools ensure that all students have equitable access to a broad and balanced curriculum aligned with the New York State Common Core Standards. The school adopts a flexible and inclusive approach to curriculum design, enabling all learners to access age-appropriate learning while ensuring that provision is responsive to individual starting points and needs.

Curriculum access is supported through a range of adaptations, including differentiation, accommodation, and modification. Teachers implement adaptive teaching strategies within the classroom to meet diverse learning needs, ensuring that most students are able to engage with grade-level expectations through appropriate scaffolding, support, and challenge. (Refer to Curriculum Policy)

Where required, curriculum modification is implemented for students with identified needs. This may include learning outcomes that are adjusted in line with individual starting points, enabling students to make meaningful progress. For a small number of students with more

complex needs, a significantly modified or alternative curriculum may be provided. This focuses on the development of foundational literacy and numeracy, basic life skills, and independence, supported by structured programmes such as ASDAN. (Refer to [DS Alternative Provision Handbook](#))

Assessment adaptations are applied to ensure that students can demonstrate their learning in a fair and accessible way. These may include adjustments to the format, timing, or method of assessment, in line with individual needs and agreed support plans. (Refer to [Assessment Policy](#))

Through these approaches, Dubai Schools ensures that all students are supported to access learning, develop independence, and make sustained progress in line with their individual potential.

9. Student Voice, Participation and Wellbeing

Dubai Schools recognizes that student wellbeing, belonging, and participation are fundamental to successful inclusion and positive learning outcomes. The school is committed to creating a safe, respectful, and inclusive environment in which all students feel valued, supported, and able to contribute meaningfully to school life.

Students are encouraged to actively participate in discussions about their learning, support strategies, and personal targets through age-appropriate student voice opportunities. This may include classroom discussions, student leadership opportunities, surveys, review meetings, Team Around the Child (TAC) meetings, and individual reflection processes where appropriate.

The school recognizes that some students may require additional emotional, social, or behavioral support in order to fully access learning and participate successfully in school life. In collaboration with families and relevant professionals, appropriate wellbeing support and interventions are implemented to promote positive engagement, resilience, self-esteem, and emotional regulation.

Dubai Schools promotes a culture of respect, empathy, and belonging, ensuring that diversity is valued and that all students are supported to develop positive relationships with peers and adults. Inclusive practices are embedded across the wider school experience, including extracurricular activities, leadership opportunities, educational visits, enrichment programmes, and social participation, with reasonable adjustments implemented where required to ensure equitable access.

The school is committed to safeguarding the dignity, wellbeing, and voice of all students and recognizes that positive wellbeing is essential for sustained progress, independence, and successful inclusion.

10. Partnership with Parents

Dubai Schools values strong partnerships with parents as a key factor in supporting student progress and wellbeing. The school ensures regular and effective communication through both formal and informal channels, including meetings, emails, phone calls, newsletters, workshops, and opportunities led by external specialists.

Parents are actively involved in planning and reviewing their child's provision. This includes participation in Team Around the Child meetings, held three times a year, where student progress, targeted interventions, and next steps are discussed, alongside agreed roles for both school and home.

This collaborative approach ensures consistency, shared understanding, and effective support for students' academic, social, and emotional development.

11. External Agencies and Services

Dubai Schools collaborates with external specialists, including therapists, psychologists, and relevant authorities, to support student needs in line with KHDA expectations. Clear referral pathways ensure timely access to assessment and support, with close coordination between the school, parents, and professionals to ensure effective provision. Parental consent is obtained prior to engagement with external agencies where required.

12. Monitoring, Assessment and Review

Dubai Schools implement systematic processes to monitor student progress and attainment, ensuring that all learners make measurable and sustained progress. Assessment data is used effectively to inform planning, identify gaps, and evaluate the impact of provision, in line with school priorities for raising attainment and progress.

Regular review cycles are in place for interventions and education plans ensuring that support is responsive, evidence-based, and adjusted as needed to meet individual student needs.

13. Professional Development

Dubai Schools is committed to ongoing professional development to strengthen inclusive practice. Staff receive regular training on inclusive teaching strategies, identification of needs, and effective intervention approaches.

The school prioritizes capacity building across all staff, ensuring a shared responsibility for inclusion and consistent, high-quality provision for all students.

14. Accessibility and Environment

Dubai Schools provides a safe and accessible physical environment that supports the needs of all students. Reasonable adjustments are made where required to ensure access to facilities and learning spaces, including the provision of POD (People of Determination) toilets, ramps, lifts, and dedicated inclusion spaces. The school also offers sensory resources and adapted environments to support a range of learning and wellbeing needs, ensuring that all students can access and participate fully in school life.

The school promotes inclusive learning environments that are welcoming, supportive, and responsive to diverse needs, enabling all students to participate fully in school life.

15. Students Transferring to Another School

Dubai Schools is committed to supporting successful transitions for students transferring to another educational setting. Where a student transfers to another school, relevant educational records and documentation will be shared with the receiving school, in line with KHDA expectations and applicable data protection and confidentiality requirements.

The school will liaise with the receiving school, where appropriate, to support continuity of provision and ensure that relevant information relating to the student's learning, wellbeing, support strategies, and educational needs is communicated effectively.

External professional reports and confidential documentation will only be shared with parental consent, unless otherwise required by law or safeguarding obligations.

Transition planning may include collaboration with parents, teachers, inclusion staff, counsellors, and external professionals to support the student's academic, social, emotional, and wellbeing needs throughout the transition process.

Dubai Schools recognizes the importance of effective transition planning in promoting continuity, reducing anxiety, and supporting positive outcomes for students requiring additional support.

16. Complaints

Dubai Schools is committed to addressing concerns and complaints in a timely, fair, and transparent manner. Parents are encouraged to raise any concerns related to inclusion through the appropriate channels, starting with the class teacher or relevant member of staff, and escalating to the Head of Inclusion or Senior Leadership Team where necessary.

All complaints are managed in accordance with the school's Complaints Policy and in line with the expectations of KHDA. The school aims to work collaboratively with parents to resolve concerns effectively, ensuring that the best interests of the student remain central at all times.

17. Scholarship Review, Withdrawal and Re-enrolment

17.a Scholarship Review

Students awarded a scholarship are expected to actively engage in their learning and benefit from the support, interventions, and provisions made available by the school. A strong partnership between the school and parents is essential to ensure that students receive appropriate support and achieve positive educational outcomes.

Where concerns relating to a student's learning, development, wellbeing, or additional educational needs are identified, parents are expected to engage constructively with the school's support planning processes. This includes participation in review meetings, Team Around the Child (TAC) meetings where appropriate, collaborative decision-making, implementation of agreed strategies, and consideration of recommendations designed to support their child's educational needs.

The school recognizes that decisions regarding external assessments, therapies, and specialist services remain the responsibility of parents. However, where specialist advice, assessment information, or external intervention is considered necessary to better understand a student's needs or inform appropriate provision, parents are expected to engage meaningfully with these recommendations and work collaboratively with the school to determine appropriate next steps.

A scholarship may be reviewed where:

- A student's learning, developmental, wellbeing, or inclusion needs require additional support beyond that currently available to the school.
- A graduated response, interventions, and support strategies have been implemented and reviewed without sufficient progress.
- Parents have not engaged consistently with support planning, review processes, or agreed actions designed to support the student.
- The school is unable to adequately identify, understand, plan for, or safely meet the student's needs due to the absence of essential information, specialist advice, recommended support arrangements, or sustained parental disengagement from the support process.
- The school's ability to provide appropriate educational provision for the student is significantly impacted.

Prior to any recommendation regarding scholarship withdrawal, the school will maintain comprehensive records of interventions, support plans, review meetings, and communications with parents. Where significant concerns remain, the school will consult with KHDA and KFE and seek guidance regarding appropriate next steps before any decision is considered. Any decision regarding scholarship withdrawal will be made in consultation with the awarding body and communicated formally to parents.

17.b Re-enrolment Review and Conditional Re-enrolment

The school is committed to providing inclusive educational opportunities and working in partnership with families to support student success. Continued enrolment is dependent upon the school's ability to provide an appropriate and effective educational programme that meets the needs of the student within the school's available resources and provision.

A review of re-enrolment may be considered where:

- Significant learning, developmental, wellbeing, or inclusion concerns persist despite documented interventions and support.
- Parents have not engaged sufficiently in support planning, review meetings, collaborative problem-solving, or agreed actions designed to support their child.
- The school is unable to determine, implement, monitor, or maintain appropriate provision because essential information, specialist advice, or recommended support arrangements are unavailable.
- The school can no longer reasonably meet the student's needs within its current setting despite sustained efforts, collaborative planning, and documented

intervention.

- The impact on the student and the school's ability to provide appropriate provision has been carefully reviewed and documented.

Before any decision regarding re-enrolment is considered, the school will:

- Review all interventions, support plans, TAC records, and resource deployment.
- Engage parents through documented review meetings and collaborative planning processes.
- Consult with KHDA and KFE and provide all relevant evidence for review and guidance.
- Explore all reasonable support measures available within the school's provision.

Where appropriate, the school may issue a Conditional Re-enrolment Agreement outlining specific expectations, support arrangements, documentation requirements, review timelines, and agreed actions required for the following academic year. Parents will be expected to sign and comply with the conditions outlined within the agreement.

18. Policy Review

This policy will be monitored and reviewed regularly to ensure its effectiveness, consistency of implementation, and alignment with the expectations of KHDA and current best practice.

Monitoring of Impact

The implementation and impact of this policy will be evaluated through:

- Feedback from key stakeholders, including staff, students, and parents where appropriate
- Review of inclusion practices, provision, and outcomes across the school
- Monitoring of compliance with KHDA expectations and relevant regulatory requirements
- Analysis of inclusion-related data, referrals, support plans, and intervention outcomes
- Evaluation of the consistency and effectiveness of policy implementation across the school

This information will be used to identify strengths, areas for development, and priorities for continuous improvement.

Reporting Processes

Implementation and impact of the policy will be reviewed regularly by the Cluster Inclusion Head, School Principals, and the Head of Inclusion.

Relevant findings, developments, and recommendations will be shared with senior leadership and other key stakeholders, where appropriate, to support effective oversight and continuous improvement.

Review Cycle

This policy will be formally reviewed annually, or more frequently if required, to ensure continued alignment with:

- KHDA expectations and regulatory requirements
- Current best practice in inclusion
- The evolving needs of the school community
- The school's Vision, Mission, and Values

Responsibility for reviewing and updating the policy lies with the Cluster Inclusion Head, School Principals, and the Head of Inclusion, with input from key stakeholders where appropriate.

Early Review Triggers

An earlier review of this policy may be initiated where:

- There are significant changes to KHDA or other regulatory guidance
- Monitoring identifies concerns regarding the effectiveness or consistency of implementation
- Inclusion data or stakeholder feedback highlights emerging needs or concerns
- Significant incidents or developments require a review of procedures, provision, or practice
- Internal evaluation identifies the need for policy refinement or clarification

19. Implementation Timeline

This policy shall be implemented within thirty (30) days from the Effective Date indicated on the cover page, allowing adequate time for communication, training, and

adoption across all relevant Taaleem entities. Where any requirement in this policy is dependent on a system functionality, configuration, or tool that is not yet implemented, such requirement shall take effect only once the relevant functionality is operational. Until such time, existing processes shall continue to apply.

20. Non-Compliance

Non-compliance with any established policies may result in disciplinary action.

Version Control

Version No.	Date	Details of Change
2	April 2026	Developed to improve consistency of expectations across all 'Dubai Schools', as part of the Excel Anywhere Governance policy review framework.

Disclaimer:

This document and its contents are the confidential and proprietary information of Taaleem Holdings PJSC and its subsidiaries. Any unauthorized access, distribution, or reproduction of this document is strictly prohibited.