

Inclusion Policy

Academic year 2026–27

Our commitment

Arab Unity School (AUS) is committed to a caring, positive environment in which every student is included, valued and supported to achieve their full potential. This applies equally to students of determination, students with additional learning needs and every other member of the AUS community. At AUS, inclusion is about more than placement. It means meaningful participation, progress, wellbeing and belonging for all learners, with diversity treated as an asset, whatever a student's nationality, gender, religion, culture, race, age or additional need.

The policy covers all students from Foundation Stage to Year 13, including prospective students at admission, and follows UAE Ministry of Education requirements, Dubai legislation and the KHDA inclusive education framework.

Who does what

Who	Their part in inclusion
Governor for Inclusion, Wellbeing and Safeguarding	Provides strategic oversight and challenge, and makes sure the school meets its legal obligations.
Principal and senior leaders	Make sure appropriate provision is in place, that Quality First Teaching is embedded and that staffing, resources and training are available.
Head of Inclusion and Inclusion Team	Lead day-to-day provision, keep the Inclusion register, coordinate referrals, assessments and Individual Education Plans (IEPs), train staff and work with parents and outside professionals.
Class and subject teachers	Are responsible for the progress of every student in their class, adapt teaching to need and raise concerns early.
LSAs and ILSAs	Learning Support Assistants support students in class or in small groups and help them build independence.
Counsellors and Wellbeing Officers	Support the social, emotional and behavioural needs of students and their families.
Parents and carers	Are partners in their child's education: they share any previously identified need, attend IEP reviews and provide requested reports on time.

Identifying needs early

Needs are identified as early as possible through teacher observation and classroom assessment, the admissions process, internal and external assessments, and referrals from parents or students themselves. When a concern is raised, the Inclusion Team works with the class teacher and parents to agree next steps, which may be adapted classroom practice or a targeted plan. Support is needs-led, so a formal diagnosis is not always required. Needs may relate to communication and interaction, cognition and learning, social, emotional and mental health, sensory or physical needs, or medical conditions.

Graduated levels of support

AUS follows the KHDA graduated system of support. At every level, provision runs through a cycle of assess, plan, do and review.

Level of support	What it involves
Level 1: Quality First Teaching	Support available to every student, with high-quality teaching adapted by the class teacher to prior learning and need. Students receive an Individual Learning Plan (ILP) with targets, reviewed termly. The aim is for students to be on track to meet or exceed age-related expectations.

Level 2: Targeted Intervention	Additional, time-limited and tailored support beyond usual adjustments, usually in class for a small group during core subjects. Students have an Individual Education Plan (IEP), and the impact of support is assessed every term.
Level 2 (At Risk)	Level 2 plus withdrawal sessions with evidence-based intervention programmes, in a supportive environment. Modified question papers and other access arrangements may be provided.
Level 3: Individualised Support	A highly individualised approach for complex or intense needs, which may include a personalised curriculum, behaviour support plans, targeted literacy, numeracy and communication programmes, withdrawal support, advice from outside professionals and, where needed, an Individual Learning Support Assistant (ILSA).

Individual Learning Support Assistants (ILSAs)

Where needs cannot be met through Level 3 provision alone, the school may decide that an ILSA is required. The decision follows an Individual Risk Assessment Plan and consultation with the Inclusion Team, parents and, where relevant, outside specialists. It is informed by factors such as an Educational Psychologist's report, a cognitive barrier to accessing the curriculum, behaviour that affects the class, and health and safety risks. If parents and the school disagree, the matter is referred to KHDA. ILSAs are provided and paid for by parents through additional fees, and parents receive a breakdown of the support plan. ILSAs are guided and monitored by the Inclusion Team, and support is withdrawn gradually, based on progress.

Curriculum access and alternative pathways

Students with significant learning gaps or cognitive barriers may be considered for a parallel or overlap curriculum, which can include ASDAN modules focused on functional literacy, numeracy, life skills and vocational readiness. Any curriculum modification needs a joint recommendation from the Inclusion Team, parents and teachers. Modifications available up to Year 8 continue into Year 9 only with a current Educational Psychologist report. Secondary arrangements are reviewed with parents against IEP progress, and the Alternative Pathways Policy gives further detail.

Access arrangements and medical needs

Students at Level 2 (At Risk) and Level 3 may receive access arrangements based on individual need, such as additional time, a reader, a scribe or keyboard, dyslexia-friendly materials, rephrased questions or a reduced quantity of written work. Exemption from additional languages requires a formal diagnosis by an Educational Psychologist, and Arabic exemption also needs KHDA approval. Students with medical conditions are supported to take part fully in school life, including trips and PE, under the oversight of the School Doctor. The school provides adapted toilets, permanent ramps and marked handrails for students with physical disabilities.

Admissions

Students are not refused admission solely because of a special educational need or disability, and siblings of current students with additional needs are given priority consideration. Parents are asked to disclose any previously identified need and share earlier reports and plans. Where a student's needs are beyond the school's capacity to support, parents are guided towards suitable alternatives.

Working with parents and reviewing provision

Students at Levels 2 and 3 have an IEP, reviewed every term and signed by parents. All students receiving support are registered on the KHDA Inclusive Education Portal, and records are kept confidential. Parents are included in key decisions, and students are involved wherever possible. The Head of Inclusion and senior leaders monitor provision through progress against IEP targets, learning walks, book scrutiny and review of the Inclusion register, and the policy is reviewed annually.