NAME OF POLICY	INCLUSION POLICY (SOD/SEND)
APPROVED BY	PRINCIPAL
APPROVED ON	March 2026
NEXT REVIEW	March 2027
RELATED POLICIES	Safety and Security Policy, Well Being Policy, Teaching and Learning Policy, Child Protection Policy, Anti-Bullying Policy

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DELHI PRIVATE SCHOOL, SHARJAH – INCLUSION POLICY

Introduction:

Delhi Private School, Sharjah, is committed to ensuring that every learner—including Students of Determination (SOD) and those with additional learning needs—accesses, participates in, and succeeds in a **common learning environment with equitable support**. This policy aligns with UAE Federal Law, the Ministry of Education's inclusive education framework, and Sharjah Private Education Authority (SPEA) regulations.

Aim:

The Inclusion Policy aims to create an equitable, supportive, and barrier-free learning environment where every learner, regardless of ability, background, or need, can thrive and participate fully. It strives to embed inclusive practices across all areas of teaching, learning, and school culture to promote overall well-being, belongingness, and equal opportunities for growth and success.

Vision

We value each child's unique abilities and are committed to nurturing their strengths, fostering independence, and helping them grow into confident, contributing members of society.

Mission

We empower every student through inclusive education to achieve their goals, grow, and thrive as independent, capable individuals.

Scope

This policy applies to all learners, staff, parents, visitors, and participants in all school activities—curricular, co-curricular, and extracurricular—across all phases and programmes at DPS, Sharjah.

School's Commitment towards Inclusion

- Delhi Private School, Sharjah, is an **inclusive school** where **diversity is celebrated**.
- No learner will be refused admission or excluded based on disability, need, culture, language, gender, or socio-economic status.
- DPS, Sharjah is committed to the **least restrictive environment (LRE)**, applying **Universal Design for Learning (UDL)** and proactive, barrier-free practices.
- Inclusion is a **shared responsibility**: The leadership, teachers, support staff, students, parents, and community partners all play active roles
- A specialized department is established to drive and ensure effective inclusion across the school.

Legal & Policy Alignment

- **Federal (UAE):** Right to education for People of Determination; Ministerial Decree on Inclusive Education; accessibility and non-discrimination requirements.
- **Sharjah (SPEA):** DPS, Sharjah complies with SPEA policies on admissions, learner protection, behaviour, and school quality. Inclusion is regularly monitored through inspection and reporting.
- An **Inclusion Compliance File (Evidence) is maintained by the department,** which is updated annually

1. Procedures for implementation and monitoring

The school adopts a structured and transparent process to ensure that inclusion is effectively implemented, continuously monitored, and regularly reviewed. These procedures guide the day-to-day functioning of inclusive practices across all phases of the school.

1.1 Admission and Identification

- Admissions are inclusive and non-discriminatory, in line with UAE Federal Law, SPEA directives and CBSE guidelines.
- During the admission process, parents are encouraged to share relevant educational, medical, and psychological assessments to support planning.
- The SENCO / Inclusion Team conducts screening and baseline assessments at the time of admission to identify students requiring additional support or differentiated interventions.

- **Transition & Induction:** Newly identified Students of Determination undergo orientation, baseline profiling, and risk/healthcare assessments within the first 4–6 weeks of admission.
- Individual profiles are developed for each student of determination (SOD) or student with additional learning needs.
- **Transparency**: Admissions procedures, criteria, and timelines are clearly communicated. If a placement is deemed not in the learner's best interest, the school will document the reasons and consult with parents

1.2 Referral and Assessment Process

- Any stakeholder—teacher, parent, school leader, or specialist—may initiate a referral when a student's learning or behaviour suggests the need for additional support.
- **Parental consent** is obtained before conducting any formal assessment or external referral.
- **A psychological/medical assessment** is requested from the parent for formal enrolment
- A **clear and transparent referral pathway** is established for the identification and enrolment of Students of Determination (SOD), in accordance with **Sharjah Private Education Authority (SPEA)** guidelines.
- The entire process — from identification and goal setting to modification, accommodation, and evaluation — is documented and tracked through the **inclusion portal** for accuracy and accountability.
- All types of **learning, behavioural, or developmental needs** are addressed collaboratively by the **Inclusion Team** to ensure timely, coordinated, and equitable support.

1.3 Planning and Individual/Classroom Support

- Based on the identification outcomes, the Inclusion Team develops an Individual Education Plan (IEP) or Individual Learning Plan (ILP) in collaboration with teachers, parents, and students (where appropriate).
- Plans include clearly defined goals, strategies, accommodations, and assessment modifications.
- IEPs/ILPs are reviewed at least once per term, and updates are documented and shared with all relevant stakeholders.

Tiered Levels of Support

- **Tier 1 – Universal Support:**
  All students receive **well-planned, inclusive classroom instruction** that incorporates **Universal Design for Learning (UDL)** principles, effective differentiation, and classroom-based accommodations. Teachers monitor student progress and adapt instruction to meet diverse learning styles and abilities.
- **Tier 2 – Targeted Support:**
  Students requiring additional assistance receive **short-term, small-group interventions** focused on specific learning or behavioural needs. Progress is **closely monitored** to determine the effectiveness of the interventions and inform next steps.
- **Tier 3 – Intensive Support:**
  Students who require ongoing, individualised intervention receive specialist-led, personalised programs supported by formal Individualised **Education Plans (IEPs)** or **Individual Learning Plans (ILPs)**. These plans are developed collaboratively by the **SENCO**, teachers, parents, and relevant specialists.

1.4 Teaching, Learning and Student Assessments

- Teachers apply Universal Design for Learning (UDL), differentiation, and scaffolded instruction to meet diverse learning needs.
- Co-teaching, peer mentoring, and flexible grouping strategies are used to support inclusion within mainstream classrooms.
- Learning Support Assistants (LSAs) work under the guidance of the SENCO/teacher to facilitate participation and independence of students with additional needs.

- **Curriculum Pathways:** Accommodations and alternative credentials are considered when essential and with approval from regulators (CBSE/SPEA)

1.5 Monitoring and Quality Assurance

The school implements a structured system for monitoring, evaluating, and improving inclusive practices. Continuous review and feedback guide data-driven decision-making and improvement planning.

1. **IST Reviews:** The Inclusion Support Team (IST) conducts termly reviews of Tier 2 and Tier 3 learners to track progress, adjust interventions, and document outcomes. This is done through the **school tracker program**, specially developed for SOD.
2. **Learning Walks and Work Reviews:** Regular classroom observations and student work reviews by IST and SLT focus on evidence of Universal Design for Learning (UDL), differentiation, and effective classroom accommodations.
3. **Stakeholder Surveys:** Feedback is collected from **students, parents, teachers, and support staff** (LSA) to evaluate the impact of inclusion practices. Findings guide the development of the school's annual Inclusion Action Plan.
4. **Compliance Audit:** An annual inclusion audit is conducted as part of the school's academic audit to assess compliance with policies and to identify areas for continuous improvement.

This policy ensures that inclusion remains measurable, accountable, and responsive to the needs of all learners.

2. Supports & Services

2.1 Support

- **Learning Support Assistants (LSA):** The school recognises the **key role of Learning Support Assistants (LSAs)** in promoting independence, inclusion, and participation of SOD. LSAs are trained to scaffold learning, and they follow recommendations from professionals and the IEP under professional guidance and gradually build learner autonomy.
- **Accommodations support**

The school is committed to ensuring **equitable exam access and academic achievement** for all learners. They include:

- **Extra time, Scribes/readers, Use of calculators and assistive technology, Separate/low-distraction exam venues** (where needed)
- **Flexible Assessments: are incorporated to make sure they** are mastery-based, barrier-free approaches based on student strengths, such as verbal or project assignments as different from only written assessments
- **Flexible choice of subjects** as may be possible by the school

The school encourages and supports **school completion** and certification by the CBSE board for all learners. In addition to the mainstream academic pathway, the school will introduce **and add skill-based subjects** designed to meet the needs and future aspirations of SOD.

2.2 Services

- All learners, including SOD are provided access to counselling, behaviour support, orientation/transition services and assistive technology.
- Services are coordinated with clear referral routes, consent, and safeguarding checks.
- SOD receive special training sessions for academic and other skills at the Inclusion resource rooms (CHILD in senior and ERC in Primary)

2.3. Special Inclusion Programs

DPS, Sharjah will be active in developing **innovative and beneficial programs** that actively promote inclusion, help in the development of SOD and their recognition. Such programs, as mentioned below will be continuously evaluated and modified according to evolving needs

- **Skill development Program:** Home Planners for Skills training and for Daily Living will be shared and implemented with the support of parents
- **Buddy Program:** Peer support to enhance socialisation, collaboration, and belonging.
- **Scribe Program:** Student and staff volunteers are involved in scribing for SOD during assessments/exams.
- **Beginner levels for Language learners and other Academic support programs operating in the school**
- **Special Group training sessions by the Inclusion Team for students** falling under the low performance category, who are enrolled under the Learning Support Program
- **Leadership Opportunities:** Special posts and responsibilities offered to SOD to foster confidence and agency will be considered
- **Participation in School Life:** SOD are encouraged and supported to participate in assemblies, stage shows, house activities, external competitions, and cultural/sporting events.
- **Health & Wellbeing Programs:** are tailored to meet the physical, emotional, and social well-being of students through initiatives with accessible participation.
- **Recognition & Rewards:**
    - Inclusion-related contributions and achievements are prioritised in **school reward and behaviour management systems**, ensuring visibility and celebration of inclusion, such as scribe and buddy appreciation
    - **SOD Scholar Badge Policy*:** This prescribes the criteria for the SOD to achieve the Scholar Badge. This is to motivate them, build their self-esteem and give them a sense of achievement.
    - **Internship Opportunities**: Providing internships for students of determination (SOD) and creating opportunities for other students to learn about inclusion and support for SOD.
    - **University and Career Support**: The school supports students of determination (SOD) in navigating university admissions and planning their career paths.

    • **SOD Alumni Engagement**: Alumni with determination will visit to share their achievements and motivate current students, highlighting the success of inclusive education.

3. Roles and Responsibilities

The school recognises that inclusive education is a shared responsibility requiring collaboration at all levels. The following roles and responsibilities are established to ensure the effective implementation, monitoring, and sustainability of inclusive practices.

3.1 School Governing Board (or as per school format)

- Approves the Inclusion Policy and ensures that adequate resources (staffing, professional development, and budget) are allocated for its implementation.
- Reviews periodic reports on inclusion practices and supports strategic initiatives for continuous improvement.

3.2 Principal / Senior Leadership Team (SLT)

- Appoints a qualified SENCO / Head of Inclusion and establishes an Inclusion Team or specialist support staff as required.
- Ensures that inclusive principles are embedded across all domains — admissions, teaching and learning, assessment, human resources, and physical facilities and an attitude of acceptance
- Reviews and submits the Inclusion Policy to the Governing Board annually to ensure compliance with federal and local authority (SPEA/CBSE) requirements.

3.3 SENCO / Head of Inclusion

- Leads the processes for identification, assessment, and the development and review of IEPs/ILPs, including exam accommodations and access arrangements.
- Coordinates specialist services and ensures adherence to UAE federal, Sharjah Private Education Authority (SPEA), and CBSE inclusion guidelines.
- Provides training and mentoring for inclusion staff and mainstream teachers to build inclusive capacity.
- Mobilises school, parent, and community resources to strengthen support systems for students of determination and those with additional learning needs.

3.4 Inclusion Support Team (IST) / School Support Committee

A multidisciplinary team (CHILD in Senior and ERC in primary) comprising the SENCO, Social Worker, Counsellor, Learning Support Assistants (LSAs), and phase leaders:

- Implements, monitors, and reviews IEPs/ILPs on a termly basis, as per tier level requirements
- Conducts pull-out sessions for SOD in the resource rooms as per the schedule
- Supports teachers in classroom implementation and ensures inclusion strategies are effectively applied across school activities.

3.5 Teachers and Co-Teachers

- Teachers are encouraged and trained to apply Universal Design for Learning (UDL) principles, differentiation, and appropriate accommodations in lesson planning and delivery.
- Collaborate with the Inclusion Team to design, implement, and review IEPs/ILPs.
- Foster an inclusive classroom culture that values diversity, equity, and mutual respect among all learners

4. Resource Management and Development

4.1 Professional Development

- Regular training sessions are organised for teachers, LSAs, and staff on inclusive practices, classroom strategies, and differentiation techniques.
- The SENCO, with support from leadership, maintains a professional development calendar aligned with school improvement priorities and federal inclusion standards.

4.2 Collaboration with Parent and Community Partnership

The school values parents and the community as key partners in promoting inclusive education for all learners.

1. **Parent Collaboration:**
   Parents are active participants in the educational planning and support of their children. They are part of the preparation of Individual Education Plans (IEPs) and Individual Learning Plans (ILPs) in collaboration with teachers and specialists. The school provides regular workshops, orientation sessions, and resources to equip parents with inclusion strategies and home-based support techniques.
2. **Community and External Partnerships:**
   The school builds and maintains partnerships with approved centres, therapeutic providers, and community organisations to extend services, facilitate referrals, and enhance the range of supports available to students and families.
3. **Commitment to Engagement:**
   The school promotes continuous two-way communication with parents and community partners through meetings, feedback sessions, and joint initiatives, ensuring that all stakeholders are meaningfully involved in decision-making and the shared goal of inclusive excellence.

5. Wellbeing, Behaviour & Safeguarding

The school is committed to ensuring the well-being, safety, and positive development of all students, with particular attention to Students of Determination (SOD) and other vulnerable learners. All practices under this policy are designed to create a safe, supportive, and inclusive environment where every learner feels valued, respected, and protected.

The Inclusion Support Team (IST) will play a **key role** in decision-making regarding the behaviour management of SOD learners, ensuring that all interventions and supports are equitable, empathetic, and tailored to individual needs.

- **Positive Behaviour Support (Behaviour Management System – BMS):**
  The school adopts proactive strategies that promote positive behaviour. Approaches will focus on **prevention, de-escalation, and restorative practices** rather than punitive measures.

- **Anti-Bullying:**
  The school maintains a **zero-tolerance policy** towards all forms of bullying, discrimination, or exclusion. Special emphasis will be placed on protecting **Students of Determination and other vulnerable groups** through awareness, peer education, and early intervention.

- **Child Protection:**
  All students have the right to a safe and trusted environment. Child protection procedures of the school are applicable to **SOD learners, who will also have adjusted and accessible reporting channels** — including the Inclusion Team, SENCO, or trusted teachers — to ensure their **voice is heard and concerns are addressed promptly.**

- **Health & Safety:**
  The school will ensure that **individual healthcare plans and personalized evacuation procedures** are developed for Students of Determination. The plans will be reviewed periodically and **communicated to all relevant stakeholders** including teachers, peers, LSAs, and support staff. All health and safety procedures of the school is applicable for SOD.

6. Accessibility Statement

The school is committed to ensuring that all learners, including Students of Determination (SOD) and those with additional needs, have equitable access to physical, digital, and learning environments that promote inclusion, independence, and participation.

1. **Physical Accessibility:**
   The school maintains barrier-free routes, accessible toilets and lifts, sensory-friendly spaces, and safe transport arrangements to ensure ease of mobility and comfort for all students and staff.

2. **Digital Accessibility:**
   All learning platforms, communication tools, and educational resources are designed or adapted to be accessible to all users. This includes the use of alternative text for images, closed captions for videos, adjustable display formats, and compatibility with assistive technologies.

3. **Annual Accessibility Review (of the above):**
   The school conducts an annual review of physical and digital accessibility to identify gaps, update priorities, and ensure that accessibility enhancements are reflected in the annual budget and improvement plan.

   This policy underscores the school's commitment to an inclusive environment where all learners can access, participate in, and thrive within the school community.

7. Data and Record Keeping

The school upholds the highest standards of confidentiality and accuracy in managing learner information, ensuring compliance with safeguarding and regulatory requirements.

1. **Confidentiality and Security:** Learner records are maintained securely, with access strictly limited to authorised staff.

2. **Data Management:** All inclusion data are accurately recorded and streamlined within the school system for consistency and accessibility. An inclusion KPI dashboard developed by school is in place for the same.
3. **Record Keeping:** Anonymised inclusion data are shared with school leadership for monitoring and quality assurance purposes.

8. Staffing and Professional Learning

The school ensures that inclusion is supported by qualified, well-trained staff and sustained through ongoing professional development.

1. **Staffing:** The SENCO's role is to ensure effective leadership of inclusion. Learning Support Assistants (LSAs) and inclusion teachers are allocated based on individual learner needs.
2. **Professional Learning:** An annual Continuing Professional Development (CPD) plan for all staff includes training in Universal Design for Learning (UDL), assistive technology, behaviour support, and inclusive exam arrangements.

These policies ensure consistent, ethical, and professional practice in inclusion management across the school.

9. Complaints and Appeals Policy Statement

The school ensures that all concerns and complaints related to inclusion are addressed promptly, fairly, and transparently through a clear internal pathway.

1. **Procedure:** Concerns should first be discussed with the class teacher. If unresolved, the matter may be escalated sequentially to the SENCO, Phase Lead, Principal, and finally to the School Governing Board.
2. **Principles:** All complaints are handled with confidentiality, respect, and impartiality, ensuring that the rights of learners and parents are upheld throughout the process.

10. Budgeting Policy Statement

The school is committed to allocating adequate financial resources to sustain and strengthen inclusive education.

Annual Inclusion Budget: DPS, Sharjah designates a dedicated annual budget to support staffing, professional development (CPD), provide assistive technologies, and the procurement of accessible learning resources. Inclusion expenditures are monitored and reviewed annually to ensure effective utilization aligned with inclusion priorities and student needs.

11. Policy Governance

- **Policy Lead:** Principal, Vice Principals and Inclusion Head
- **Approval Authority:** Principal and School Governing Board
- **Effective From:** April 2025/2026
- **Review Cycle:** Will be Annual, or earlier as essential.

This ensures that the inclusion policy remains current, well-resourced, and aligned with national and institutional standards.

Last review: March 2026

Key Definitions

- **Students of Determination (SOD):** Learners with temporary or permanent differences impacting access and functioning.
- **Inclusion:** The process of removing barriers to ensure belonging, participation, and achievement for all learners.
- **Special Educational Needs & Disabilities (SEND):** Needs related to cognition/learning, communication/interaction, sensory/physical, or social-emotional/mental health.
- **Gifted & Talented (G&T):** Learners with advanced abilities requiring extension and challenge.
- **Reasonable Accommodation:** Adjustments that provide equitable access without lowering expectations.

APPENDICES:

Inclusion Support Committee (as per school approved document)
LSA contract format
LSA Policy
Scribe Policy (New)
Scholar Badge policy for SOD* (part of Scholar Badge Policy)