

Inclusion Policy

2026- 2027



Written Date: October 2025

Review Date: January 2026

*Written By: Mr. Graham A Howell – Principal,
Ms. Nafiseh Shafiei – Head of Pathfinders*

Content

Introduction.....	4
Aim and Objective.....	5
Statement of Intent.....	6
Definition of Students of Determination.....	7
Categories of Needs.....	8
Definition of Inclusion.....	8
Universal Design for Learning (UDL).....	9
PACE MBS Principals to Support Inclusion Process.....	9
Our provision for Students of Determination.....	11
Gifted and talented.....	11
Every Child is a Pathfinder.....	12
Waves of Intervention Model.....	12
Waves 1 Intervention Definition.....	13
Waves 2 Intervention Definition.....	13
Waves 3 Intervention Definition.....	13
Waves 4 Intervention Definition.....	13
Student Profile.....	14
Individual Educational Plan (IEP).....	14
Individual Learning Plan (ILP).....	15
Individual behavioural Plan (IBP).....	15
Advanced learning Plan (ALP).....	16
Curriculum Accommodation and Modification.....	17
Exemptions.....	17
Access to environment.....	17

Exam Access Arrangements.....	18
Identification.....	18
Assess, Plan, Do and Review.....	19
Roles and Responsibilities.....	20
Early Interventions.....	22
Transition.....	22
Partnership With External agencies.....	23
Personal Care Plans (PCPs).....	23
Risk Assessments (RAs).....	24
Monitory and the Evaluation of the success of the Inclusion Policy.....	25
Exit Criteria.....	25
Documents to support the Inclusion Policy.....	25

Introduction

PACE Modern British School (PACE MBS) is dedicated to the growth of its students in all areas of life. At PACE MBS, we believe that every child is special, and our aim is to provide a well-rounded programme appropriate to the diverse intellectual, social, emotional, and physical needs of students of determination (SoDs). We provide a caring and positive environment to ensure everyone is included.

Educational inclusion is about creating a secure, accepting, collaborating, and stimulating school in which everyone is valued, as the foundation for the highest achievement for all students. We recognise that all children are unique, and the students of determination (SoDs) require additional support for them to fulfil their potential.

The PACE MBS Inclusion Policy focusses on developing and implementing a clear whole school policy for students of determination (SoD) that:

- Describes how additional needs for students are identified and met
- Explicitly details how children's needs are recorded and communicated to all other staff as well as parents and students as deemed appropriate.
- Explain the setup of Student Learning Profiles, Individual Educational Plans (IEP), Individual Learning Plans (ILP) for EAL students, Individual behavioural Plans (IBP), and Advanced Learning Plans (ALP) for Gifted and Talented students.
- Outlines arrangements for establishing and maintaining links with external agencies.
- Explain how staff training needs in relation to SEN are identified and met.
- Explains the way the INCLUSION policy is implemented.
- Describes arrangements for monitoring and evaluating the effective provision for students of determination.

Aim and Objective

Aims: To provide the structure for a student-centred response that engages students, family, school and other professionals for planning and implementing high-quality, needs-led provision that is consistent across the school. This is to ensure that all our students are able to access the same opportunities for learning and social development. As a result, they are able to achieve maximum progress, fulfil their potential and promote their well-being.

Objectives: This Inclusion Policy aligns with Dubai Inclusive Education Policy Framework, the UK SEND code of Practice (2015) and Advocating for Inclusive Education. The aims of this policy are to:

- Enable students with special educational needs to meet their needs.
- Consider the views of the students with special educational needs.
- Encourage good communication and genuine partnerships with parents/carers of students with special educational needs.
- Facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum for England and for students with special educational needs.
- Implement a graduated approach to meeting the needs of students using the “Assess, Plan, Do, Review process.”
- Develop a culture of inclusion valuing high-quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with SEND, their families, staff within the school, and other relevant external professionals.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations, and the views of the learner and family.
- Share expertise and good practice across the school and the local learning community.
- Make efficient and effective use of school resources,
- Have regard for the Dubai Inclusive Education Policy framework and revised categorisation framework for the identification, assessment, support, and review of special educational needs.

Statement of Intent

This policy is in line with our teaching and learning policy and aims to support inclusion for all our students. At the heart of our policies is a commitment to improving the life chances and maximising the potential of all students. The aims for students with any additional educational needs are the same as those for all children. The responsibility for the management of this policy falls to the Senior Leadership Team; the day-to-day operation of the policy is the responsibility of the Head of Pathfinders (Inclusion Head).

High Quality First (QFT) teaching is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students; this is a special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

PACE MBS will ensure that the appropriate provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those who have special educational needs or disabilities to ensure they fully participate in all aspects of school life.

The staff, Head of Pathfinders, and the Inclusion Champion will also work to ensure that all SoDs/Students with Special Educational needs to reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing a positive whole-school approach towards the learning, progress, and achievement of SoDs. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class, even where students access support from learning support assistants, teaching assistants or specialist staff.

Teaching and supporting SoDs is therefore a whole school responsibility, requiring a whole school response. Meeting the needs of students with SEND requires partnership between all those involved – School, parents/carers, students, and external agencies.

At its heart, inclusive education is a provision that is committed to 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 fairness 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.

Definition of Students of Determination

Students have special educational needs or are students of determination if they have a learning difficulty or disability, which calls for special education provision to be made for them. This provision will be additional to or different from that normally available in a differentiated curriculum (UK SEND Code of Practice, 2014) or “A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific support to prevent, remove or reduce any potential barrier and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers (Dubai Inclusive Education Policy Framework 2017).

The school regards students as having a Special Educational Need if they:

- Have a significantly greater difficulty learning than the majority of students of the same age
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students must not be regarded as having a learning difficulty solely because the form of language of their home is different from the language of instruction at school. We will have regard for the Dubai Inclusive Education Policy Framework when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a student’s school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is ‘additional to or different from’ the normal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Categories of Needs

The following is the UAE unified 12 categorisations of disability as defined through the KHDA revised categorisation framework for students of determination (2019-2020). It is used at PACE MBS as an important structure to support the identification and categorisation of SoD.

Common Barriers to Learning	Categories of Disability
Cognition and Learning	1. Intellectual Disability 2. Specific Learning Disorder 3. Multiple Disabilities 4. Developmental Delay
Communication and Interaction	5. Communication Disorder 6. Autism Spectrum Disorder
Social, Emotional/Mental Health	7. Attention Deficit Hyperactivity Disorder 8. Psycho Emotional Disorder
Physical, Sensory and Medical	9. Sensory Impairment 10. Deaf and Blind Disability 11. Physical Disability 12. Chronic and Acute Medical Conditions

Definition of Inclusion

Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or intellectual disabilities. It is the progressive development of attitudes, behaviours, systems and beliefs that enables inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community. Our philosophy at PACE MBS of implementing inclusion involves the following:

- 1- The basic principle in the least restrictive environment includes a variety of options available and designed to meet the diverse and changing needs of students.
- 2- Ensuring access to students with disabilities to get services suitable for them in the places where students can learn successfully and flourish alongside peers of the same age.
- 3- A least restrictive environment constitutes inclusion in the regular education classroom with community-based and classroom support.

PACE MBS strives to include students of determination with a wide range of individual needs in the mainstream classroom. However, in some cases there may be a need to provide special education support and services from outside the regular classroom. A student with specific

learning difficulties may receive individual support from the SEN Teachers and or counsellors outside the classroom setting.

Universal Design for Learning (UDL)

At **PACE PMBS**, Universal Design for Learning (UDL) underpins all-inclusive teaching and learning practices and with expectation in every classroom. UDL ensures that all students have equitable access to learning through proactive planning, flexible approaches, and high-quality differentiated instruction that anticipates and removes barriers before they arise.

Teachers are expected to design and deliver lessons that:

- Provide multiple means of engagement to sustain motivation, interest, and active participation for all learners.
- Offer multiple means of representation to present information in varied ways that support different learning styles, strengths, and needs.
- Allow multiple means of expression so that students can demonstrate understanding through a range of appropriate methods.

The Pathfinder (Inclusion) Department leads and supports the consistent implementation of UDL through whole school CPDs, targeted professional development for year groups, coaching, regular learning walk-ins, and lesson observations. These processes ensure that inclusive practice, Quality First Teaching (QFT), and UDL principles are embedded, monitored, and continuously strengthened across the school.

The following principles are the guidelines set by PACE MBS to support this process:

1- Setting suitable learning challenges:

- Choosing knowledge, skills, and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints.
- Identifying any gaps in students' learning and planning to bridge the gaps.
- Providing a much greater degree of differentiation in planning work to fit in with the programmes of study.
- Where students' attainments are significantly low, PACE MBS will demonstrate that sufficient plans are in place with challenging work within each subject.

2- Responding to students' diverse learning needs:

- PACE MBS will demonstrate that high expectations are set and provide opportunities for all students to achieve.
- Teachers need to demonstrate that they are aware that students bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning.
- Teachers should provide evidence that they have planned their approaches to teaching and learning so that students can take part in lessons fully and effectively.
- Teachers should demonstrate that they have taken specific action to respond to students' diverse needs by:
 - Creating effective learning environments
 - Securing their motivation and concentration
 - Providing equality of opportunity through teaching approaches
 - Using appropriate assessment approaches
 - Setting targets for learning

3- Overcoming potential 'Barriers to Learning' and assessment

- Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child.
- Where appropriate, there needs to be evidence that students have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists.
- Teachers should demonstrate that they have taken specific action to provide access to learning by:
 - Providing students who need help with communication, language, and literacy support.
 - Planning, where necessary, to develop students' understanding through the use of all available senses and experiences.
 - Planning for students' full participation in learning and physical and practical activities.
 - Helping students manage their behaviour, taking part in learning effectively and safely, and preparing them for life.
 - Helping individuals manage their emotions, particularly trauma or stress, and taking part in learning.

Our provision for the Students of Determination

Students of determination have a learning need that requires special educational provision to be made for them, which is additional to, or different from, the differentiated curriculum provision made for other students in the classroom.

1- Students with Formal Diagnosed Special Educational Needs:

Students who start their education in PACE MBS with formal documentation of a specific diagnosis will be supported by an Individual Education Plan (IEP), produced by the pathfinder's team along with the class teacher, student, and all relevant stake holders. This will happen within the first month or as soon as possible

2- Students Who Do Not Have a Formal Diagnosed Special Educational Needs:

PACE MBS recognises the importance of early identification and intervention. PACE MBS undertakes a graduated Approach to the identification, assessment and support of students of determination. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Gifted and Talented

Gifted and Talented provision at PACE MBS reflects the school's commitment to inclusive practice and the belief that every learner has unique strengths and pathways for success. This aligns with the school ethos of "Every Child is a Pathfinder", where all students are supported through personalised opportunities to grow, achieve, and thrive.

The term Gifted and Talented refers to students who are identified as more able and/or who demonstrate a significantly higher learning potential than their peers in one or more academic, creative, physical, or leadership areas. At PACE MBS, these students are recognised as having distinct learning needs that require appropriate challenge, depth, and pace to ensure their potential is fully nurtured. Students identified as Gifted and Talented will have an Advanced Learning Plan (ALP), which outlines strengths, targets, and tailored strategies to extend learning beyond the standard curriculum.

Provision and progress for gifted and talented students are monitored by the Pathfinders (Inclusion) teams to ensure appropriate challenges and sustained academic and personal

growth. Further details regarding identification, provision, and monitoring can be found in the PACE MBS [Gifted and Talented Policy](#).

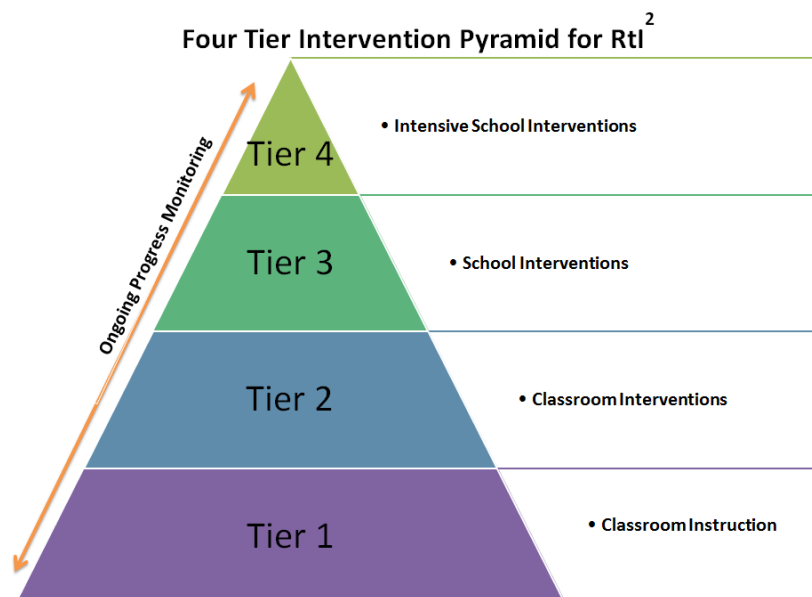
Every Child is a Pathfinder

At PACE MBS, every child is a Pathfinder; an individual with a unique learning journey. This whole-school philosophy recognises that inclusion is not limited to students identified with additional needs; it applies to all learners. Every student at PACE MBS will have a Student Learning Profile that outlines:

- Learners' strengths and interests
- Areas for development
- Effective learning strategies
- Access Arrangement if applicable
- Provisions
- Teacher feedback and, where appropriate, student reflections

These profiles empower teachers to personalise learning for all students, and they form the basis for class differentiation and planning.

Waves of Intervention Model



Wave 1: High Quality First Teaching (Universal Provision)

Wave 1 provision applies to all students and forms the foundation of inclusive practice at PACE MBS. Learning needs are met through high-quality classroom instruction grounded in Universal Design for Learning (UDL), adaptive teaching, and effective differentiation. Teachers maintain high expectations for all learners while adjusting content, process, expression, and learning environment to remove barriers to learning.

Wave 2: Targeted Support (Additional Classroom Interventions)

Wave 2 support is provided for some students who require additional assistance beyond Wave 1 to address specific learning, language, social, emotional, or behavioural needs. Interventions are short-term, targeted, and delivered through small-group or focused support, either within the classroom (push-in) or through brief withdrawal (pull-out). Progress is closely monitored, and interventions are reviewed regularly to determine impact, with the aim of enabling students to return fully to Wave 1 provision.

Wave 3: Personalised Support (School-Based Interventions)

Wave 3 support is implemented for students who do not make sufficient progress despite targeted Wave 2 interventions or who are identified as having additional needs requiring personalised provision. Support at this level is individualised and structured through formal plans such as Individual Education Plans (IEPs) or Individual Behavioural Plans (IBPs). Interventions are more intensive and may include individual or very small-group support, wellbeing provision, and increased in-class adult support. Provision is reviewed through the Assess–Plan–Do–Review cycle in partnership with parents and relevant staff.

Wave 4: Specialised and External Support (Intensive Interventions)

Wave 4 provision is for students with complex or significant needs requiring highly specialised and intensive support. This may involve one-to-one support through an Individual Learning Support Assistant (ILSA), collaboration with external professionals, and specialist assessments. Provision at this level is coordinated by the Head of Pathfinders and Wellbeing through formal plans such as Individual Education Plans (IEPs) or Individual Behavioural Plans (IBPs) and is closely monitored to ensure that support remains appropriate, effective, and responsive to the student's academic, social, emotional, and wellbeing needs. Provision is reviewed through the Assess–Plan–Do–Review cycle in partnership with parents and relevant staff.

Student Learning Profile

Every student at PACE MBS will have a Student Learning Profile. The profile provides a concise overview of the student as an individual learner and supports Quality First Teaching (QFT) and inclusive classroom practices (UDL).

The Student Learning Profile outlines:

- Learners' strengths and interests
- Areas for development
- Effective learning strategies
- Access Arrangement if applicable
- Provisions
- Teacher feedback and, where appropriate, student reflections

These profiles enable teachers to personalise learning, plan appropriate differentiation, and support pastoral care. Student Learning Profiles are shared with relevant staff and are reviewed and updated regularly to reflect progress and changing needs.

Individual Educational Plan (IEP)

- The IEP will be written by a member of the Pathfinder Team specially in consultation with the child's teachers, parents, therapists and, where appropriate, the child.
- The IEP will include the diagnosed area(s) of difficulty, the student's areas of strengths and needs and any accommodations and/or modifications that are to be put in place to assist the student's learning.
- The IEP will include a set of specific targets and the teaching strategies to support these targets, in addition to those that students will receive through the normal differentiated curriculum, which will support the student and enable the student to progress in their particular area(s) of difficulty.
- The IEP will be shared with all school staff, parents and the external therapists who work with the students.
- The IEP will be reviewed every six to eight weeks as a working document.
- At the IEP review, decisions are made about future actions that may be taken to meet the student's needs. These may be to:
 - 1) Reduce the amount of help, thereby weaning the student to become more independent.
 - 2) Continue with the existing level of help with new targets being set
 - 3) Increase the level of intervention if there has been little progress

Individual Learning Plan (ILP)

At PACE MBS, the Individual Learning Plan (ILP) supports pupils identified as English as an Additional Language (EAL) learners who require targeted provision to access the curriculum effectively. It outlines agreed language-learning priorities and strategies that remove barriers to learning, promote inclusion, and ensure high expectations for all students, in line with the EAL Policy 2025-2026). The ILP:

- Is developed by a member of the EAL Team in collaboration with class teachers, parents and, where appropriate, the student.
- Is informed by assessment data, including FlashAcademy Tracker assessments and other relevant standardised assessments including CAT4 and NGRT.
- Identifies the pupil's current EAL stage, language strengths, and priority areas for development.
- Sets clear, measurable language-learning targets and outline appropriate strategies and interventions.
- Documents classroom accommodations and teaching approaches to support access to the curriculum.
- Is shared with relevant staff and parents to ensure consistency of support.
- Is reviewed regularly as a working document to reflect progress and inform the next steps.

Individual Behavioural Plan (IBP)

The Individual Behaviour Plan (IBP) provides structured support for students whose behaviour impacts their learning, wellbeing, or safety. It is designed to promote positive, appropriate behaviours and reduce or replace challenging or dangerous behaviours through the use of effective, evidence-based strategies, supporting student engagement, self-regulation, and positive participation in the school environment. The IBP:

- Is informed by systematic observation and behaviour tracking, including the Antecedent–Behaviour–Consequence (A–B–C) model and frequency recording.
- Identifies the student's behavioural strengths, areas of concern, and patterns of behaviour
- Recognises known triggers and environmental factors that may influence behaviour
- Outlines proactive and responsive strategies to support positive behaviour and emotional regulation
- May include de-escalation, crisis response, and safety considerations where required.
- Sets clear, measurable behavioural goals
- Defines consistent responses and support strategies to be implemented across school settings
- Incorporates positive reinforcement approaches to encourage appropriate behaviour

- Is developed collaboratively with relevant staff and, where appropriate, the student and parents/carers
- Is shared with staff on a need-to-know basis to ensure consistency and confidentiality
- Is reviewed regularly using ongoing data to evaluate effectiveness and inform next steps

Advance Learning Plan (ALP)

Gifted and talented students may be significantly ahead of the majority of their peers in one or more of the following areas:

- Those who show exceptional ability in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- Those students who possess a general academic learning ability, which is significantly greater than those of their peers.
- It is recognised that some children may have twice exceptionalities; these would also have an ALP along with Student Learning Profiles.
- In PACE MBS, students who have been identified as gifted and talented will be educated with differentiated learning tasks and a challenging curriculum. They will be provided with appropriate advanced learning opportunities and experiences to develop their potential and to satisfy their learning needs through the development of an Advanced Learning Plan (ALP).

Details can be found in the PACE MBS [Gifted and Talented Policy](#).

Curriculum Accommodation and Modification

Curriculum Accommodation: Definition: Curriculum adaptation involves making adjustments to the content, delivery, and assessment methods to accommodate the diverse learning styles and abilities of students. Objective: This is to provide a flexible and inclusive learning environment that meets the unique needs of each student while adhering to the curriculum framework.	Curriculum Modification: Definition: Curriculum modification entails making substantial changes to the content, pacing, or learning outcomes to better align with the individual learning goals and abilities of students with SEN. Objective: This is to ensure that students with diverse needs can access and engage with the curriculum effectively, fostering their academic and personal development.
--	---

Exemptions

Provisions and exemptions may also be provided as per the needs of the student. The following is the list of provisions available for students of determination:

- Modified curriculum
- Modified assessment – tailored to concepts that the student has been taught / IEP targets.
- Exam access arrangements and other accommodations and reasonable adjustments in the classroom.
- Learning Support Assistants / Teaching Assistants in class to support academic and behavioural needs.
- Exemption from languages – second language and Arabic from KHDA or change to Arabic (B) from Arabic (A).

It is mandatory for parents to submit a psychoeducational assessment report to seek any exemption. The report has to be less than 2 years old.

Access to Environment

PACE MBS is a school built on two levels with stairs from the ground floor or first floor. Entrance to the building is through the main lobby and is unsuitable for wheelchair access. Classrooms on the first floor are accessed through corridors from which wheelchairs are accessible. There is currently no lift to the first floor.

Exam Access Arrangements

Teachers and SEN teachers need to discuss the needs of each student before assessments to ensure students of determination are given a fair test. For external tests, early discussion is critical, so exam accommodations can be applied.

Exam Access Arrangements support include:

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of a reader (only read out). Part or whole question can be read out
- Use of a scribe to write an answer paper
- Use of a prompter
- Use of calculator
- Use of a computer/laptop to write an exam
- Condone spelling error.
- Individual Learning Support Assistant (ILSA) in class and during assessments

The school welcomes students with diverse learning needs. Efforts are made to accommodate the learning, behavioural and social emotional needs of all learners.

The Head of Pathfinders and the entire team have the duty of recognising children with Special Education Needs as fully participating members of a community of learners. All students are provided with equitable access to targeted interventions. For the admissions procedure for students of determination (see the admission policy). Learning, opportunities for achievement, and the pursuit of excellence in all aspects of their Educational Programme. The professionals from the department will ensure the full inclusion of students of determination, which is facilitated and made possible through implementing an Individualised Educational Plan (IEP) in collaboration with parents, teachers, centres (where applicable), other caregivers and more importantly the child. Students of determination are monitored and given appropriate targeted interventions.

Identification

All students' attainment and achievements are monitored by their teacher, who is required to provide high-quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress academically, socially or in other areas of students' lives or where they fall behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of their peers.
- Match or better the students' previous rate of progress.
- Close the attainment gap between the student and their peers.
- Prevent the attainment gap from growing wider.

Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Head of Pathfinders (Inclusion) to assess if a student has a significant learning difficulty and agree with appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the students' parents/carers. When considering whether a student has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted, particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which results in poor attainment in some curriculum areas.
- Persistent social, emotional, or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.

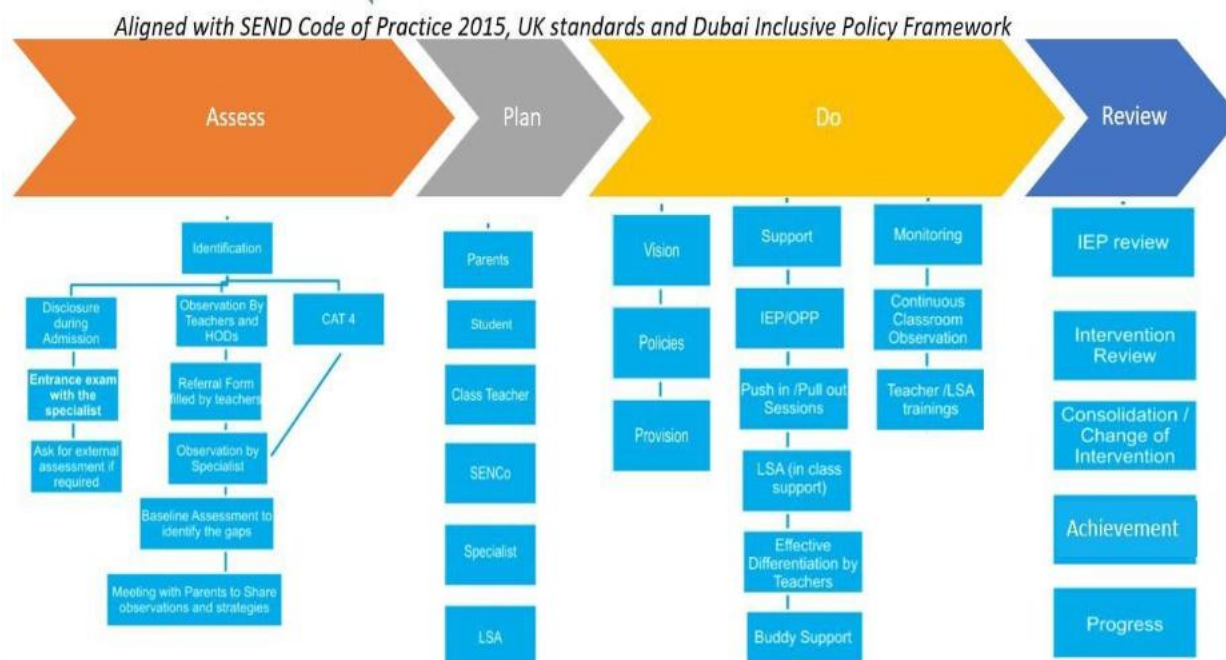
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment or strategies.
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly impact on the student's own learning or that of the class, despite having an Individualised support programme.
- Has communication or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Assess, Plan, Do and Review

Where a student is suspected to have SEND, we will take action to further assess and support effective learning by removing barriers to learning and putting effective special educational provision in place. This SoD support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For students with low level special educational needs, the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. For those students with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Progress Meetings.

Assess, Plan, Do and Review Chart



Roles and Responsibilities

Inclusion at PACE MBS is a collective responsibility, and effective provision relies on a shared commitment to inclusive values, consistent practice, and collaborative working across the school. Provision for students with special educational needs is a matter for the school as a whole. In addition to the Principal, Inclusion Champion, Head of Pathfinders, Inclusion Governor, and the SEN Teachers, all members of staff have important responsibilities.

Roles	Responsibilities
The Senoir Leader Team and the Inclusion Governor	The Principal, Senior Leadership Team and Inclusion Governor follow the guidelines as laid down in the Dubai Inclusive Education Policy Framework to generate an inclusive system of education for students of determination.
The principal	The principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The principal will keep the Senior Leadership Body fully informed on Special Educational Needs issues. The principal will work closely with the Vice Principal, the Head of Pathfinders and other members of senior leadership, and the Governor with responsibility for inclusion.
The Inclusion Champion	The inclusion champion promotes ideas and models of practice that support the development of inclusive attitudes and

	approaches. Furthermore, the inclusion champion develops positive relationships with the community, responding to feedback, sharing information with senior leaders and providing the motivation and support required for improvement of SEND provision.
The Head of Pathfinders/Inclusion):	In collaboration with the principal, the vice principal/the Inclusion Champion, and other members of the Senior Leadership Team, the Head of Pathfinders determines the strategic development of the Inclusion policy and provision with the aim of raising the achievement and promoting social inclusion of students of determination. The Head of Pathfinders (Inclusion Head) is an experienced, well-trained professional with a PGCE, (QTS) and the National Award for Special Educational Needs Coordinators. The Head of Pathfinders oversees the day-to-day operations of the Inclusion policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The Head of Pathfinders provides relevant professional guidance to colleagues with the aim of securing high-quality teaching and social inclusion for students with special educational needs. They work alongside teachers to observe, assess, and identify special educational needs. They provide advice and guidance to both teachers and parents and promote high expectations of student learning and achievement. Furthermore, they facilitate collaborative meetings to promote the development of individual education plans and implement evidence-based programs of intervention for individual and small groups of students.
SEN Teachers:	The SEN Teachers are competent professionals with high levels of skill and ability in applying inclusive approaches within their practices. They serve as a role model and support classroom teachers as they work to develop their practices to meet the learning needs of diverse student populations. The SEN Teachers are experienced and highly skilled in the planning and delivery of intervention for SoDs. SEN Teachers provide individual support to students with learning disabilities which prevent them from benefiting from mainstream classes. They also support and train the ILSAs, so they are able to do their work better. They provide specialised tuition to a group of students or individual students.

	They support the Head of Pathfinders with assessments and generally in promoting inclusive education. They record the progress of students with special educational needs. They are involved in the writing of IEP, setting specific time-related targets. Furthermore, they advise class teachers about adapting the curriculum, teaching strategies, suitable textbooks, information technology and software, and other related matters.
ALL TEACHING AND NON-TEACHING STAFF:	All staff are aware of the school's Inclusion policy and the procedures for identifying, assessing and making provisions for students with special educational needs. Class teachers are fully involved in providing high-quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Class teachers are responsible for setting up suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process includes working with the Head of Pathfinders to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment. ILSAs will liaise with the class teacher and SEN Teacher on planning, on student response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

Early Interventions

The progress of all students is regularly monitored and reviewed. Initial concerns raised by teachers or parents/carers are addressed through appropriate differentiation and adaptive teaching within the classroom, in collaboration with relevant staff, with a record kept of strategies implemented and their impact. This information is used to inform subsequent discussions and decision-making should concerns persist.

Transition

A change of school, class and staff can lead to some uncertainties for students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to students and families.

Training or Professional Development Training

All staff at the school engage in regular training sessions where Quality First Teaching (QFT) is addressed:

- The Head of Pathfinders and SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND. All staff have regular CPD meetings. Weekly INSET training sessions are also delivered on different inclusion and SEND-related topics to ensure staff are confident and up-to-date in supporting all students. The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
- The school delivers weekly Tip Top Tuesday sessions for the whole school, providing practical strategies for inclusive practice and wellbeing. Bilingual Tip Top Tuesday packs are also provided, ensuring key strategies are accessible across language groups and supporting inclusion for bilingual students and staff.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance are available daily for all staff in the school, and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

Partnership with External Agencies

PACE MBS is supported by a wide range of different agencies and teams, including Occupational Therapists, ABA Therapists, Educational Psychologists, Speech and Language Therapists, Behaviour Therapists, Physiotherapists and, more importantly, parents. The school works collaboratively with these professionals, exchanging relevant reports and progress updates, and sharing professional opinions to ensure the best possible support for each student.

A list of recommended centres may be provided to parents for information purposes only. These centres are not specifically endorsed by the school, and parents are encouraged to contact the providers directly to determine the most suitable service for their child.

Personal Care Plans (PCPs)

Personal Care Plans (PCPs) are developed for students who require support with daily living activities, including mobility, toileting, washing or changing, eating and drinking, or other personal care needs. PCPs ensure that care is provided safely, consistently, and in line with school policy.

- Support is provided by designated staff members only, with clear procedures outlining roles and responsibilities.
- Staff follow the safeguarding policy at all times, prompting independence wherever possible before intervening.
- Toileting and other personal care activities take place in designated facilities, with no adults left alone with a student unless covered by the agreed plan.
- Staff maintain brief logs of personal care provided, and any concerns (such as injuries or unexpected behaviours) are reported immediately to the designated Safeguarding Leaders (DSLs).
- PCPs are developed in consultation with parents or carers, with parental consent obtained before care is provided.

PCPs are reviewed regularly to ensure they remain appropriate to the student's needs, and all staff supporting the student are informed of the plan to ensure consistent and safe implementation.

Risk Assessments (RAs)

Risk Assessments (RAs) are carried out for students whose needs may present potential safety concerns to themselves or others. They identify possible risks, outline strategies to mitigate them, and ensure students can access the school environment safely while promoting independence and inclusion.

- RAs consider a range of factors, including mobility, sensory sensitivities, communication challenges, medical requirements, unpredictable behaviour, and other individual needs.
- Mitigation strategies are developed collaboratively by the team around the child, including class teachers, ILSAs, Pathfinders staff, and where appropriate, external professionals. Strategies may include the use of visuals, guided support, structured routines, or physical intervention only when necessary.
- Emergency procedures are included where appropriate, and staff are trained to provide support during evacuation or emergency situations in line with the student's individual needs.
- RAs are recorded, regularly reviewed, and shared with relevant staff, parents, and the safeguarding team to ensure consistent implementation and monitoring.

- Parent or guardian consent is obtained for any support required, including physical guidance or emergency assistance, and parents are kept informed of changes to their child's risk profile or support needs.

Risk Assessments are reviewed regularly to ensure they remain effective, proportionate, and aligned with the student's current needs, safeguarding requirements, and inclusion objectives.

Monitoring and Evaluating the Success of the Inclusion Policy

As part of their responsibilities, the Senior Leaders, Inclusion Champion and Governor in charge of Inclusion regularly monitor the inclusion provision to ensure that the delivery of support is of a high standard. The effectiveness of the school's provision for students with SEND is evaluated through the school's ongoing monitoring cycle by the Senior Leadership Team and Governors. This includes:

- Reviewing the effectiveness of our school-wide provision three times a year. Provision is reviewed by staff leading the intervention and recorded on the provision map. We consider an intervention successful if most students meet the targets set at the start of the intervention. Where an intervention is not considered successful, the necessary 'next steps' will be put in place with guidance from the Head of Inclusion. Feedback from staff, students, and parents is used to inform about these next steps.
- Every six weeks, progress meetings, including collaborative discussion with teachers, support staff, and relevant external agencies where appropriate.
- Termly analysis of data, including both academic and social-emotional progress
- Learning walks
- Lesson observations
- Interviews with students and parents

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high-quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion with parents/carers, it will be agreed that the student no longer requires special educational provision. The student will then be removed from the SEND register and added to the monitoring list. Students on the monitoring list continue to be observed by class teachers to ensure they maintain progress and access the curriculum successfully.

Documents to support the inclusion policy:

- Admission Policy and procedure
- Safeguarding Policy

- Gifted and Talented Policy
- Behaviour Policy
- EAL Policy
- Personal Care Plan
- Risk Assessment

Document	Inclusion Policy
Date Written	15/10/2025
Review date	20/01/2026
Next review	1/09/2026
Version	Working Document

Citations

CAST. *Universal Design for Learning (UDL) Guidelines*. Massachusetts, USA: CAST.

<http://udlguidelines.cast.org>

Department for Education and Department of Health. *Special Educational Needs and Disability Code of Practice: 0 to 25 Years*. London, UK: Department for Education. 2015. [UK SEND Code of Practice](#)

Knowledge and Human Development Authority (KHDA). *School Inspection Framework*. Dubai, UAE: [KHDA School Inspection Framework](#)

UNESCO. *Advocating for Inclusive Education*. Paris, France: UNESCO. [Advocating for Inclusive Education](#)

United Arab Emirates Ministry of Education. *School for All*. UAE: Ministry of Education. 2017. [MOE School for All](#)