

LFES Inclusion Policy



Approved/ Reviewed by	
Policy Lead	MS. ANEESHA
Role	SENDCO
Date of review	27 -03 -2026
Date of next review	27 -03 -2027
Signature	

This policy & procedures are reviewed annually to ensure compliance with current regulations.

LFES Inclusion Policy

Vision

An inclusive school where every child feels valued, supported, and empowered to succeed.

Mission

To ensure all learners access meaningful education through tailored support, collaboration, and a culture of respect and belonging.

1. Compliance

This policy is aligned with:

- UAE Federal Law No. 29 (2006) concerning the Rights of People of Determination
- Dubai Law No. 2 (2014)
- The Dubai Inclusive Education Policy Framework (KHDA, 2017)
- National Policy for Empowering People of Determination (2017)
- UN Convention on the Rights of Persons with Disabilities

2. Definitions

- Students of Determination: Children identified as having long-term physical, cognitive, or emotional conditions that may present barriers to learning.
- Inclusion: A commitment to educate every child in a supportive, age-appropriate learning environment.
- IEP (Individualized Education Plan): A customized plan that outlines goals and support strategies for students of determination.

3. Scope

This policy applies to all students, staff, parents, and external stakeholders involved in the provision of education at Little Flower English School, covering all grade levels from KG1 to Grade 6.

4. Principles of Inclusion

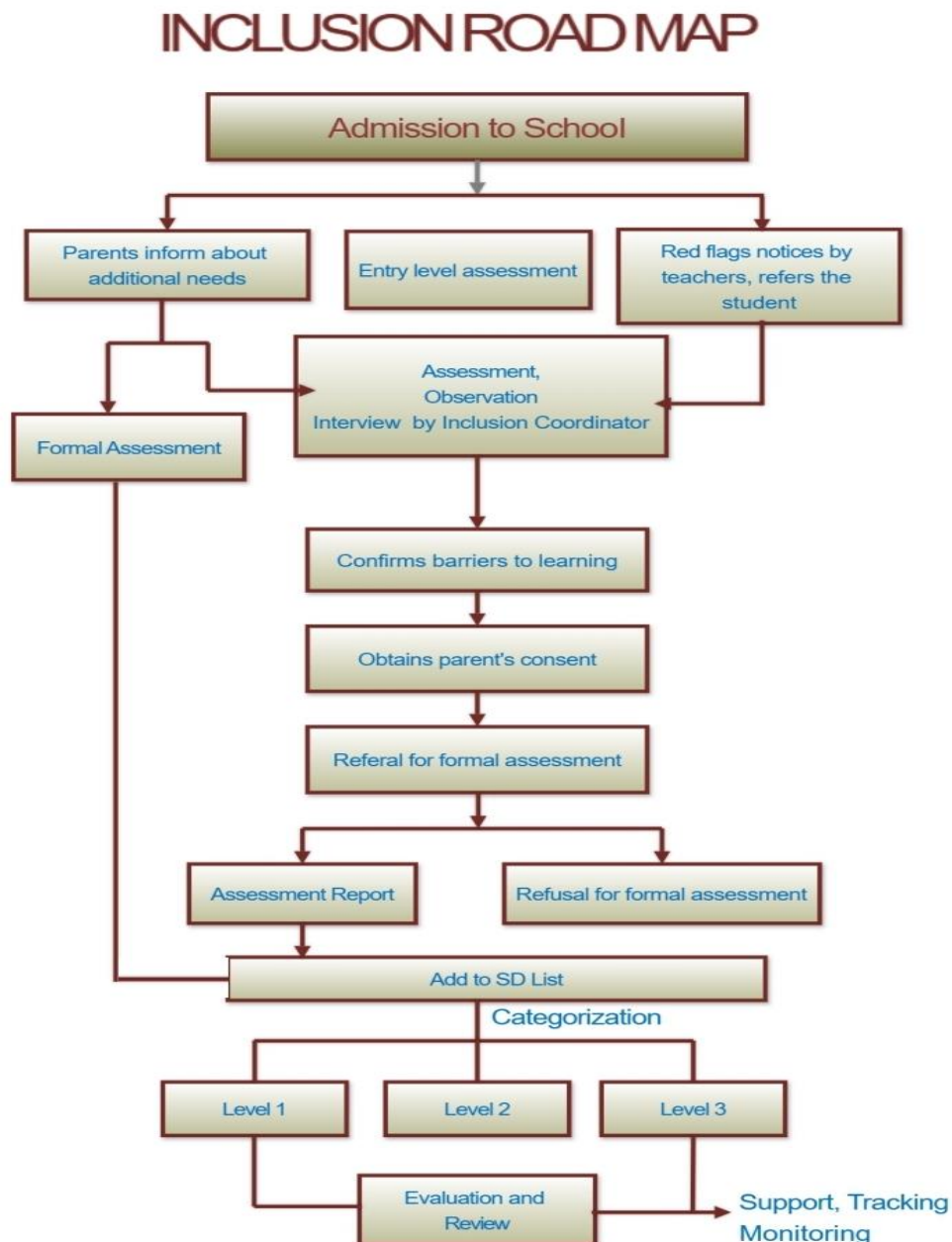
- Zero rejection: Every student is welcome.
- Early identification and intervention.
- Personalised, differentiated instruction.
- Active student participation and engagement.
- Regular monitoring, review, and evaluation.

7. Inclusive Admission Procedures

We practice non-discriminatory, inclusive admissions. Entry assessments are used for understanding support needs, not for exclusion. Parents must declare any special needs and provide related documentation. The Inclusion Support Team will determine appropriate provisions.

8. Identification and Referral

Teachers, parents, or specialists may initiate the referral process. The Inclusion Team uses observations, assessments, and reports to identify needs. Each referred student is tracked supported through an early intervention system.



9. Categorizing the Students of Determination

Common Barriers of learning	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and learning	1. intellectual disability 2. Specific learning disorders 3. Multiple disability 4. Developmental delay
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Active disorder (ADHD)
	8. Psycho-emotional disorders
Physical, sensory and mental	9. Sensory impairment 10. Deaf-blind disability. 11. Physical disability 12. Chronic or acute medical conditions.

10. Intervention Model (Three-Tier)

Level 1: Differentiated teaching in mainstream classroom.

Level 2: Small group support, short-term interventions.

Level 3: Specialized, individualized interventions, including curriculum modification and 1:1 support.

11. Individualized Education Plans (IEPs)







IEPs are developed collaboratively and reviewed each term. They include SMART goals and are designed with inputs from parents, teachers, and specialists.

12. Inclusive Curriculum and Teaching

The curriculum is adapted using Universal Design for Learning principles. Teaching is differentiated by content, process, and assessment. Assistive technology and alternative formats are used to enhance access.

13. Inclusion Team and Roles

Responsibilities in the Inclusion Department

<p style="text-align: center;">Inclusion Governor</p> <div style="text-align: center;"></div> <ul style="list-style-type: none">• Oversee the school's inclusive practices• Support and challenge school leaders• Monitor progress of pupils with additional needs• Promote an inclusive ethos at governance level	<p style="text-align: center;">Inclusion Champion</p> <div style="text-align: center;"></div> <ul style="list-style-type: none">• Advocate for inclusive practices• Raise awareness among staff and students• Support staff in making classrooms accessible• Lead initiatives promoting inclusive values	<p style="text-align: center;">SENDCO</p> <div style="text-align: center;"></div> <ul style="list-style-type: none">• Lead the school's SEND provision• Coordinate support and interventions• Liaise with parents, staff, and agencies• Maintain and update SEND records
<p style="text-align: center;">SEND Teacher</p> <div style="text-align: center;"></div> <ul style="list-style-type: none">• Deliver targeted teaching and interventions• Adapt curriculum materials and methods• Assess progress and contribute to IEPs	<p style="text-align: center;">Behaviour Therapist</p> <div style="text-align: center;"></div> <ul style="list-style-type: none">• Assess and support students with behavioural challenges• Develop behaviour support plans and strategies• Provide training on behaviour management	<p style="text-align: center;">Speech Therapist cum Counsellor</p> <div style="text-align: center;"></div> <ul style="list-style-type: none">• Assess and support communication and emotional needs• Deliver speech and language therapy sessions• Provide counselling to students

14. Gifted and Talented (G&T) Students

Identified through CAT4, benchmark tests, and teacher nominations. Advanced Learning Plans are developed and enrichment opportunities are offered.

15. Monitoring and Evaluation

Student progress is tracked through IEP reviews, assessments, and school-wide data. Interventions are adjusted based on progress.

The inclusion policy is reviewed annually, with stakeholder input and KHDA compliance.

16. Professional Development

All staff receive regular training in inclusive teaching, differentiation, and SEND practices. Training needs are identified through annual performance reviews.

17. Partnership with Parents

Parents are informed and involved in all stages—from identification to intervention planning. The school encourages open communication and shared decision-making.

18. Data protection

Total confidentiality of all student data will be maintained and will be shared only with stakeholders concerned.

19. Transition Planning

Support is provided for transitions within school and to secondary schools. Plans are shared with receiving schools to ensure continuity.

20. Accountability

The Inclusion Head reports to the Principal on all matters related to inclusive practices. The Principal ensures inclusion is embedded in the school's improvement plan.