



Queen
Elizabeth's
School

DUBAI SPORTS CITY

Inclusion Policy

Academic Year 2026 - 27

	Name	Title	Date
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Reviewed by	Dan Clark	Principal	05/04/2026
Approved by	Governing Body		10/07/2026
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1.Introduction and Definition of Inclusion

Inclusion is defined in line with KHDA guidance as the education of all students within a common learning environment, where each student has access to high-quality teaching, appropriate support, and meaningful opportunities to achieve success.

At Queen Elizabeth's School, Dubai Sports City, we are driven by the belief that inclusion is everyone's responsibility. Our inclusive approach is underpinned by our commitment to developing students who are confident, able, and responsible. We believe that all students, regardless of need or starting point, should be supported to develop confidence in themselves, the ability to access and succeed in learning, and the responsibility to contribute positively to the school community.

Inclusion is a whole-school approach embedded across teaching, systems, and culture. It is underpinned by high expectations and a commitment to equity, ensuring that all students are supported to participate fully in school life and exceed their potential.

Inclusive practice involves the early identification of need, the removal of barriers to learning, and the provision of appropriate, targeted support. This enables all students to make sustained progress, develop independence, and engage successfully with both the academic and social aspects of school life.

2.Legislative and Regulatory Framework

Provision for inclusion at QE is informed by current legislation and guidance within the United Arab Emirates and international best practice. This includes:

- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- UAE Federal Law No. 29 (2006) concerning the rights of People of Determination
- Dubai Law No. 2 (2014) concerning the protection of the rights of People of Determination
- Executive Council Resolution No. 2 (2017) regulating private schools in the Emirate of Dubai



- Dubai Inclusive Education Policy Framework (2017)
- Implementing Inclusive Education: A Guide for Schools (2019)
- Directives and Guidelines for Inclusive Education (2020)

QE ensures that its inclusive practices are aligned with KHDA expectations and are regularly reviewed to reflect current statutory requirements and best practice.

3.Aims of Inclusion

QE aims to provide an inclusive learning environment in which all students are supported to achieve and exceed their potential academically, socially and emotionally within a rigorous British curriculum.

This is achieved through:

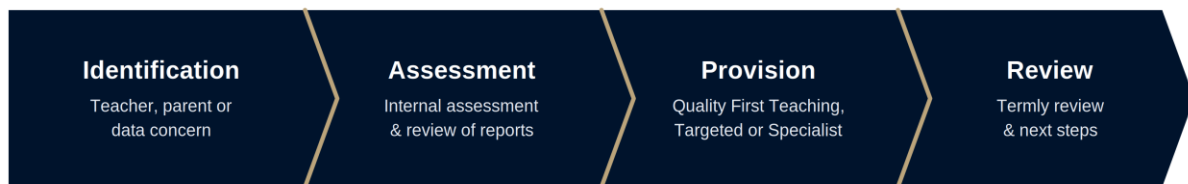
- Providing high quality teaching that is adapted to meet the needs of all learners
- Maintaining high expectations for all students, ensuring appropriate challenge and support
- Identifying and responding to individual needs at the earliest stage
- Removing barriers to learning to enable full access to the curriculum and wider school life
- Supporting students to develop independence, confidence and resilience
- Promoting a culture of respect, belonging and inclusion across the QE community
- Working in partnership with parents to support student progress and wellbeing

4.Identification and Assessment

Identification and assessment at QE are ongoing processes which ensure that students' needs are identified early and that appropriate support is implemented to enable access to learning and progress.

Students may be identified during the admissions process or at any stage of their time at QE. As part of admissions, available documentation is reviewed, including previous school reports and any relevant professional reports (e.g. Educational Psychology, Speech and Language Therapy, Occupational Therapy). All students undergo an assessment process to support accurate placement and to inform provision planning.

The identification and assessment process is outlined below.



Within the school, identification may arise through:

- Teacher referral based on classroom observation and ongoing assessment
- Analysis of assessment data and student progress
- Concerns raised by parents
- Screening and assessment outcomes

The class teacher or tutor is responsible for raising and recording initial concerns, working in collaboration with the inclusion team.

Assessment may include:

- Classroom-based assessment and observation
- Standardised assessments (e.g. CAT4, NGRT)
- Diagnostic and screening tools where appropriate (e.g. WIAT, PHAB, sensory profiling)
- EAL assessment using the Bell Foundation framework
- Input from external professionals where appropriate, including Speech and Language Therapy and Occupational Therapy

The Director of Inclusion oversees the identification and assessment process. Where classroom strategies have been implemented and further support is required, the inclusion team will carry out more detailed assessment in collaboration with teachers and parents.

Decisions regarding the level of support and placement on the Inclusion Register are made by the Director of Inclusion in collaboration with members of the Senior Leadership Team.

QE maintains separate registers for Students of Determination, students learning English as an Additional Language (EAL), and students identified as Gifted and Talented. Registers are reviewed regularly, with formal review points taking place termly to ensure that provision remains appropriate and responsive to student need.



Where appropriate, and following internal assessment and intervention, QE may work in partnership with parents to seek further assessment or support from external professionals.

5. Meeting Diverse Needs

QE recognises the diverse range of needs within its student community, including cognitive and learning needs, communication and interaction, social, emotional and behavioural needs, and sensory and physical needs, and ensures that appropriate support is in place to enable all students to access learning and participate fully in school life.

This is achieved through:

- Monitoring student progress, attainment and wellbeing
- Using assessment data and teacher observation to identify barriers to learning
- Planning and adapting provision to meet individual and group needs
- Deploying staff and resources effectively to support a range of needs
- Providing appropriate support for Students of Determination
- Working in partnership with parents to support student development
- Liaising with external professionals where appropriate
- Providing staff with training and guidance to support inclusive practice
- Providing appropriate challenge and enrichment for students identified as Gifted and Talented

QE adopts a graduated approach to inclusion, ensuring that support is responsive and proportionate to need:

- Level 1 (Quality First Teaching) for students whose needs can be met within the classroom through adapted teaching and appropriate strategies
- Level 2 (Targeted Support) for students requiring additional intervention from the Inclusion team alongside Quality First Teaching
- Level 3 and Level 3+ (Specialist Provision) for students with more complex needs requiring targeted intervention from the Inclusion team and individualised support, including support from a Learning Support Assistant (ILSA), alongside Quality First Teaching

This graduated model ensures that students receive the right level of support at the right time, enabling sustained progress and independence.



6. Inclusion, Wellbeing, Safeguarding and Behaviour

Inclusion at QE is closely linked to student wellbeing, safeguarding and behaviour. The school ensures that all students are supported within a safe, respectful and inclusive environment.

QE recognises that behaviour is a form of communication and that students with additional needs may require adapted approaches to behaviour support. Behaviour systems are applied consistently, with appropriate consideration given to individual needs.

QE ensures that:

- Safeguarding procedures are inclusive and responsive to the needs of all students
- Student wellbeing is monitored alongside academic progress
- Behaviour expectations are clear, consistent and appropriately adapted where required
- Staff understand the relationship between additional needs and behaviour
- Support strategies are implemented to promote positive behaviour and engagement

QE monitors behaviour and sanction data to ensure that Students of Determination are not disproportionately impacted. This information is used to inform practice and ensure that behaviour systems are fair, appropriate and inclusive.

7. Gifted and Talented Provision

QE recognises that students identified as Gifted and Talented require appropriate challenge, depth, and opportunities to extend their learning beyond age-related expectations.

These students are identified through assessment data, teacher observation, external assessments and performance over time. Provision focuses on ensuring that students demonstrate depth of understanding, independence, and the ability to apply learning at a mastery level in a range of contexts.

Support for Gifted and Talented students includes:

- High-quality teaching with appropriate stretch and challenge
- Opportunities for deeper learning, critical thinking, and problem-solving



- Access to enrichment opportunities and extension tasks through the QE Flourish Programme
- Encouragement of independence, leadership, and intellectual curiosity

QE ensures that high attaining students are supported to achieve excellence and fulfil their academic potential within a rigorous and ambitious curriculum.

8. Promoting and Supporting Inclusion (Roles and Responsibilities)

Inclusion at QE is a whole-school responsibility. All members of the school community contribute to supporting student progress, participation and wellbeing.

Director of Inclusion

- Lead the development and implementation of inclusive practice across the school
- Oversee the identification, assessment and provision for Students of Determination
- Maintain oversight of Inclusion Registers and provision
- Work collaboratively with staff, parents and external professionals
- Support the monitoring and review of student progress and provision

Principal / Heads of Schools

- Ensure that inclusion is embedded within the school's strategic vision and development
- Ensure compliance with KHDA requirements and inclusive education guidance
- Allocate appropriate resources to support student needs

Teachers

- Plan and deliver high quality teaching that meets the needs of all learners
- Identify and respond to barriers to learning
- Implement agreed strategies and provision within the classroom
- Monitor student progress and communicate concerns where appropriate
- Access, share and use information relating to student needs, provision and strategies with relevant team members to support planning, preparation and consistency of practice



Parents

- Work in partnership with QE to support student learning, wellbeing and progress
- Share relevant information to support understanding of student needs
- Engage in communication and review processes

Students

- Engage with learning and participate in school life
- Develop independence and self-advocacy where appropriate

Inclusion Team

- Support the identification and assessment of student needs
- Deliver targeted support and interventions where appropriate
- Work collaboratively with teachers, parents and external professionals
- Contribute to monitoring and review of student progress

Learning Support Assistants (LSAs)

- Support students within the classroom under the direction of the teacher
- Promote independence and engagement in learning
- Implement agreed strategies and support plans
- Provide feedback to teachers and the Inclusion team
- Receive induction and ongoing training from the Inclusion team to support effective practice
- Have their practice monitored through learning walks, observations and ongoing teacher feedback
- Promote independence and engagement, ensuring that support enables students to develop autonomy in learning
- Contribute to monitoring of student progress through feedback on IEP targets, with overall responsibility for assessment and progress remaining with the class teacher
- Provide input into IEP development and review processes to support a holistic understanding of student progress
- QE may support the recruitment of Learning Support Assistants (LSAs). Parents may propose or appoint candidates; however, all appointments are subject to school approval and will operate under the direction of the school.



9. Personalising the Curriculum and Provision

QE ensures that the curriculum is adapted and personalised to meet the needs of all learners, enabling access, participation and progress.

This is achieved through:

- Quality First Teaching that is adapted to meet a range of learning needs
- Differentiation of content, process and outcome to support access to the curriculum
- Implementation of targeted support and interventions where appropriate
- Use of assessment to inform planning and provision
- Providing appropriate levels of challenge and support for all students
- Adjustments to teaching approaches, resources and learning environments where required
- Use of assistive technology and intervention programmes where appropriate to support access to learning, with consideration given to selection, implementation and impact

For Students of Determination, provision is planned and reviewed to ensure that support is appropriate, effective and enables progress within the curriculum.

QE ensures that personalised provision supports both academic achievement and student wellbeing.

9.1 Individual Education Plans (IEPs)

QE uses Individual Education Plans (IEPs) to support the planning, delivery and review of provision for Students of Determination.

IEPs are developed collaboratively by the Inclusion team, teachers and parents, with input from external professionals where appropriate. They outline student needs, strengths, targets and agreed strategies to support access to learning and progress.

IEPs are active working documents and are used by teachers to inform planning, teaching and ongoing support within the classroom.

Parents contribute to the development of targets and are involved in the review process. Student voice is also incorporated where appropriate to support

engagement and self-advocacy. IEPs are formally reviewed each term, with parents involved in reviewing progress and agreeing next steps.

IEPs are in place for all Students of Determination across Levels 1, 2, 3 and 3+, ensuring that provision is clearly defined, monitored and responsive to student need.

10. Admissions

QE operates an inclusive admissions process in line with KHDA requirements, ensuring that applications are considered fairly and in the best interest of each student. QE does not refuse admission solely on the basis of a student's determination status. Decisions are made based on the school's ability to meet the student's needs and provide appropriate support.

Applications for Students of Determination are reviewed in accordance with KHDA guidance. Decisions are based on a thorough understanding of the student's needs and the school's ability to provide appropriate support to enable access to the curriculum and school environment.

As part of the admissions process, information is requested where available, including previous school reports and any relevant professional reports (e.g. Educational Psychology, Speech and Language Therapy, Occupational Therapy). Assessment may also be carried out to support understanding of the student's profile and to inform provision planning.

Where additional support is required, this is discussed with parents as part of the admissions process. This may include consideration of additional support arrangements, including parent-funded support, where appropriate.

11. Inclusion Register

QE maintains registers to ensure that student needs are accurately identified, monitored and supported.

Separate registers are maintained for:

- Students of Determination
- Students learning English as an Additional Language (EAL)
- Students identified as Gifted and Talented



These registers provide staff with up-to-date information regarding student needs, levels of support and provision in place, enabling effective planning and support.

Students are added to the relevant register following identification and assessment. Parents are informed when students are placed on or removed from a register.

Registers are reviewed regularly, with formal review points taking place termly, and are updated as required to ensure that provision remains appropriate and responsive to student need.

QE ensures that information within these registers is used to inform teaching, support planning and ongoing monitoring of student progress.

12. Partnerships

Effective partnerships are central to the success of inclusive provision at QE. The school works collaboratively with students, parents, and external agencies to ensure that the support provided is informed, consistent, and responsive to individual need. These partnerships strengthen the school's ability to identify need early, plan appropriate provision, and achieve the best possible outcomes for all learners.

12.1 Student Voice

Students are encouraged to contribute to their support and learning where appropriate. This includes reflecting on their progress, sharing their views, and developing self-advocacy skills. Student voice is considered as part of review processes to ensure provision is meaningful and effective.

12.2 Parental Engagement

Effective communication with parents supports strong outcomes for students and ensures that provision is consistent between home and school.

QE works in partnership with parents to share relevant information, discuss student needs and review provision over time.

This includes:



- Sharing information regarding student needs, provision and progress
- Involving parents in discussions related to identification and support
- Maintaining clear and consistent communication between home and school
- Providing guidance to support strategies used at home
- Responding to parental concerns and feedback

Parents are recognised as key contributors to the understanding of their child and play an important role in supporting learning, wellbeing and progress.

12.3 Working with External Agencies

QE recognises the important role that external agencies play in supporting the identification, assessment and provision for students.

QE works in partnership with external professionals to support student needs and to ensure a coordinated approach to provision. Referrals to external agencies are made in collaboration with parents and are always in the best interest of the student.

External support may include, but is not limited to:

- Educational Psychology services
- Speech and Language Therapy
- Occupational Therapy
- Medical and specialist services

QE has established a partnership with King's College Hospital London Dubai, through a Memorandum of Understanding, enabling access to specialist services including Speech and Language Therapy and Occupational Therapy to support assessment and intervention where appropriate.

QE ensures that collaboration with external agencies is purposeful, coordinated, and focused on improving outcomes for students.

12.4 Staff Development and Training

QE ensures that all staff are equipped with the knowledge and skills required to deliver inclusive practice across the school.

This includes:



- Providing ongoing professional development to support high quality inclusive teaching and learning
- Ensuring that staff understand their responsibilities in relation to inclusion and supporting Students of Determination
- Delivering targeted training to develop staff expertise in specific areas of need
- Supporting collaboration between teachers, the Inclusion team and external professionals
- Providing guidance and support to staff to implement effective strategies within the classroom

QE provides opportunities for staff to engage in professional development through internal training, collaboration and, where appropriate, external courses and workshops.

13. Transition

QE supports students through key transition points to ensure continuity of learning, wellbeing and provision.

This includes:

- Transition into QE, through the sharing of relevant information and collaboration with parents and previous settings
- Internal transitions between year groups and phases, supported through detailed handover of student needs, provision and strategies
- Additional transition planning for Students of Determination, including enhanced communication with parents, staff and external professionals where appropriate
- Preparation for onward transitions, including progression to the next phase of education
- Transfer to another school, ensuring that relevant records are shared and communication supports continuity of provision, with parental consent

QE ensures that transitions are carefully planned and managed to support student confidence, engagement and successful integration at each stage.

14. Premises and Accessibility

QE is committed to ensuring that the school environment is accessible, safe and inclusive for all students, in line with the Dubai Universal Design Code.



In an inclusive school environment, this includes:

- Step-free access across the school site, including entrances, classrooms, specialist areas and communal spaces
- Access between floors through lifts where required
- Accessible toilet and changing facilities
- Classrooms and learning spaces designed to allow appropriate movement, positioning and access for all learners
- Clear signage and wayfinding to support navigation across the school
- Safe circulation routes and evacuation procedures that consider the needs of all students
- Access to spaces that support learning, wellbeing and regulation where appropriate

QE will continue to work in collaboration with relevant teams to ensure that the design and development of the school environment supports accessibility and inclusion for all learners and aligns with the Dubai Universal Design Code

15. Complaints

Concerns relating to inclusive provision are addressed in a timely and effective manner.

QE approaches concerns as a collaborative process and works in partnership with parents to resolve them informally in the first instance wherever possible.

Concerns should be raised with the class teacher or subject teacher in the first instance. The Director of Inclusion will review the concern, discuss it with relevant staff and determine appropriate next steps.

Parents are kept informed throughout the process and all concerns are taken seriously. Where concerns are not resolved, they will be managed in line with the school's Complaints Policy.

16. Monitoring and Review

QE monitors the effectiveness of its inclusive provision through ongoing evaluation of student progress, provision and practice across the school.



This includes:

- Analysis of student progress and attainment data
- Termly review of student progress and provision
- Regular review of Inclusion Registers
- Monitoring of teaching and learning through lesson observations, learning walks and book scrutiny
- Review of individual student provision and outcomes
- Feedback from students and parents
- Evaluation of intervention impact and support strategies
- Ongoing monitoring of student progress through school-based data systems, including the development of student dashboards using Schools BI

This ensures that inclusive practice has a measurable impact on student progress, independence, wellbeing, and participation in school life.

This policy will be reviewed annually to ensure alignment with:

- KHDA regulatory expectations
- COBIS and international best practice
- The strategic vision of Queen Elizabeth's School