



Ash Mount
School

*Learn with Purpose,
Live with Compassion,
Lead with Courage*

Inclusion Policy

2026/27 Academic Year



Policy Owner:	Head of Inclusion
Approved by:	Principal and Board of Governors
Approved by:	Annual
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Ash Mount School Inclusion Policy

1.0 Purpose and Philosophy

Ash Mount School is an inclusive international learning community committed to ensuring that all students are welcomed, supported and able to thrive. The school vision guides this commitment: Learn with purpose; Live with compassion; Lead with courage.

Inclusion is defined as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Inclusion involves removing barriers to learning and ensuring equitable access to the curriculum for all students.

Ash Mount School is committed to inclusive education where barriers to learning are identified and removed. Inclusion ensures that all students can participate meaningfully in learning, develop confidence and achieve success.

This policy aligns with the philosophy of the International Baccalaureate, which promotes equity, access, learner agency and respect for diversity. Inclusion supports the development of the IB Learner Profile and Approaches to Learning (ATL), enabling all students to become independent, reflective and capable learners

1.1 What Inclusion Means at AMS

- Every student may require support at different times in their educational journey.
- Support may relate to academic learning, communication, emotional wellbeing, behaviour, physical access or language development.
- All staff share responsibility for inclusive practice.
- Families are partners in all decisions relating to support and provision.
- This includes supporting the needs of students of Determination, English Language Learners, students with gifts and talents, and students requiring additional support to access learning.



2.0 Legal and Regulatory Framework(s)

The inclusion policy aligns with the following regulations and frameworks:

- UAE Federal Law No. 29 of 2006 concerning the rights of people with disabilities
- Dubai Law No. 2 of 2014 concerning protection of people with disabilities
- Dubai Inclusive Education Policy Framework 2017
- Executive Council Resolution No. 2 of 2017



- Knowledge and Human Development Authority regulations
- International Baccalaureate Programme Standards and Practices

3.0 Inclusive Practices at AMS

Inclusive practice is embedded within all aspects of school life including teaching, curriculum planning, assessment and community engagement. In line with KHDA expectations and the Education Endowment Foundation (*Special Educational Needs in Mainstream Schools* guidance), we ensure all students access adaptive, inclusive classroom practice, with interventions designed to complement, not replace, high-quality teaching.

1. Create a positive and supportive environment for all pupils	2. Provide ongoing, holistic understanding of pupils and their needs	3. Ensure all pupils have access to Quality First Teaching	4. Complement high quality teaching with carefully selected interventions
• Establish a values-driven culture • Promote positive relationships and belonging • Ensure inclusive, high-quality teaching for all • Remove barriers to learning and participation, providing personalised support	• Maintain dynamic student profiles using triangulated data to inform planning • Embed regular review cycles (Assess–Plan–Do–Review) • Strengthen communication between staff • Engage pupils and parents as partners	- Flexible grouping - Cognitive and metacognitive strategies - Explicit instruction - Using technology to support - Scaffolding	- Prioritise Quality First Teaching as the foundation - Deploy targeted, evidence-informed interventions - Timetable interventions strategically - Utilise skilled staff and specialist expertise - Work effectively with teaching assistants

3.1 Quality First Teaching

We use a Universal Design for learning approach to Quality First Teaching by providing multiple means of engagement, representation and expression so that learning is accessible and inclusive for all pupils. All students will access high-quality, inclusive teaching characterised by:

- Adaptive teaching and differentiation
- Explicit instruction and scaffolding
- Cognitive and metacognitive strategies
- Flexible grouping
- Positive relationships and belonging
- Use of assistive technology where appropriate

3.2 Targeted and Specialist Support

Interventions are designed to complement, not replace, high-quality teaching. Support is evidence-informed, time-bound and regularly reviewed



3.3 Access to the IB Programmes

Ash Mount School ensures equitable access to IB programmes through:

- Differentiated curriculum design
- Adapted assessment approaches
- Inclusive inquiry-based learning
- Development of ATL skills for all learners

Students are supported to access interdisciplinary learning and develop conceptual understanding in line with IB expectations.

3.4 Assessment Accommodations

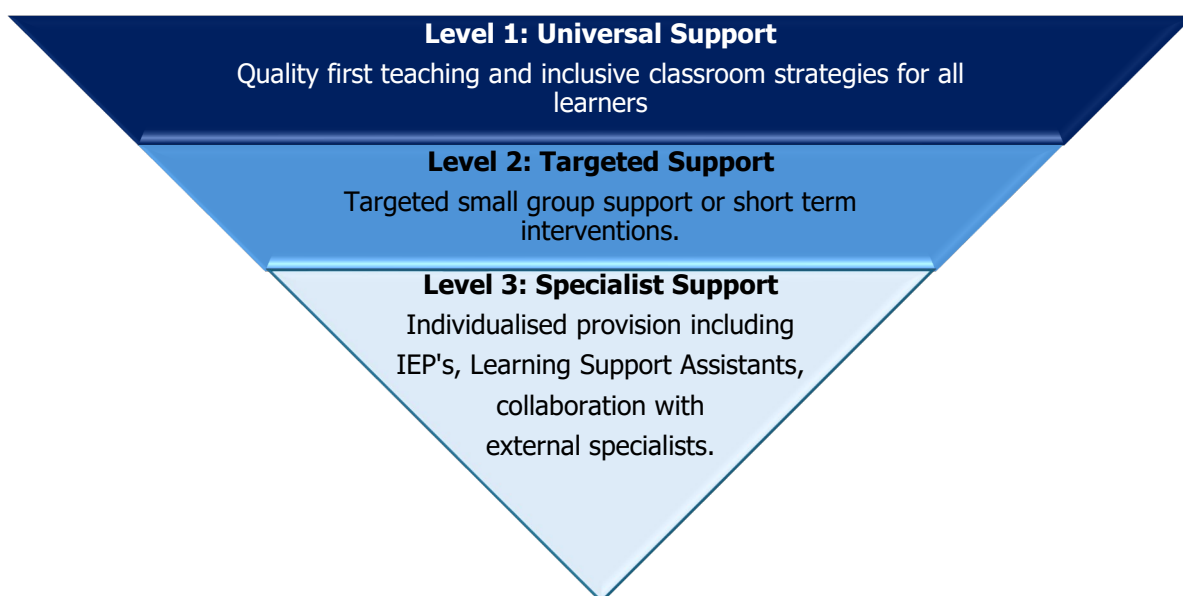
Assessment accommodations are provided in line with IB Access and Inclusion Policy and KHDA regulations. These include:

- Additional time (up to 50%)
- Reader/scribe support
- Assistive technology
- Modified papers
- Alternative settings

All accommodations are based on evidence and reflect the student's normal way of working. Testing accommodations apply to all subjects including MOE.

4.0 KHDA Three Levels of Support

Students may move between levels depending on their needs through the Assess–Plan–Do–Review cycle. Students receive support through a graduated model:





5.0 Provisional Mapping

Level	Type of Support	Frequency	Staff	Review Cycle
1	Differentiation, scaffolding, adaptive teaching	Daily	Class Teacher	Ongoing
2	Differentiation, scaffolding, adaptive teaching	2-4 times per week	Support teacher	Monthly
3	IEP targets, specialist programmes, therapy input	Personalised	SENCO and Specialists	Half Termly

Entry and exit from levels of support are determined through Assess- Plan- Do- Review cycle, based on student progress data, teacher feedback, parent input, and specialist recommendations.

6.0 How Needs Are Identified

Student needs are identified through a triangulated process that includes admissions assessments, ongoing teacher observation, parent referrals, standardised assessments, and specialist screening tools, ensuring early identification and enabling the timely provision of appropriate, targeted support.

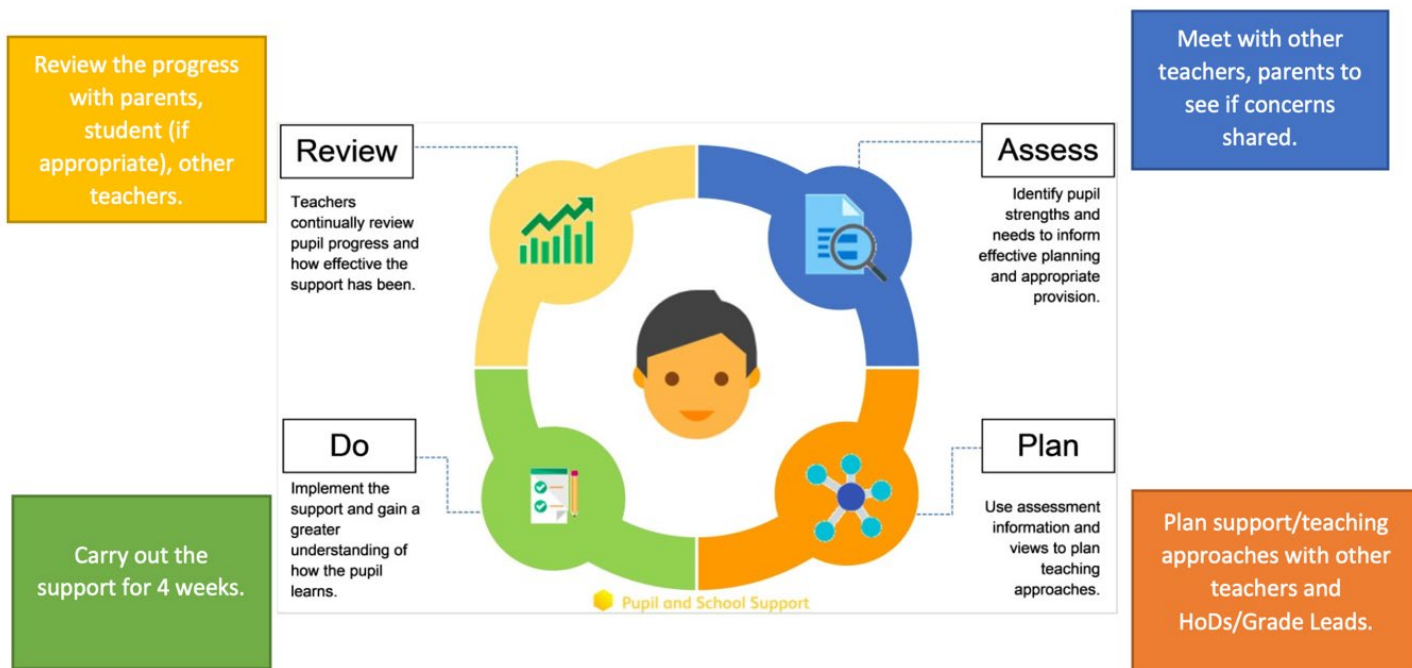
Students are raised as a cause for concern by the class or subject teacher if they become aware that a student is experiencing academic, social, emotional or behavioural and/or physical difficulties. This may present in the following ways:

- Consistently working significantly below peers in academic studies
- Difficulty concentrating or staying on task
- Difficulty organising themselves
- Making no progress despite interventions and support in place
- Struggling to maintain friendships
- Persistently disruptive in class with little to no change after pastoral support

Parents can raise a cause for concern about their child's progress. This would be done by communicating with the homeroom teacher and the teacher would then follow the procedure for raising a cause for concern.

6.1 Teacher Referrals

Referrals from the teacher are made within two weeks following the below process ensuring they are using the Assess, Plan, Do, Review model cycle at each stage. Following a cause for concern, if limited progress is made after two reviews cycles, students may be referred for further assessment or given a higher level of support.



7.0 Individual Education Plans (IEP's)

IEPs are developed for students requiring Level 3 support and are reviewed at least three times a year.

7.1 IEP Structure





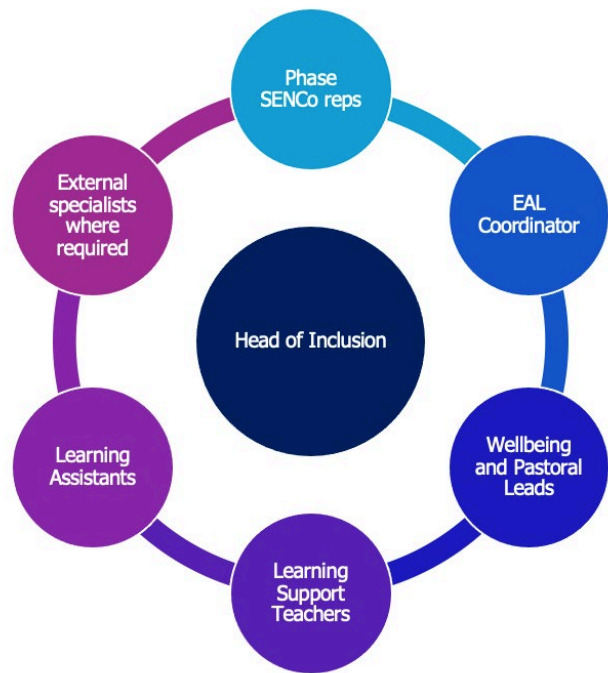
8.0 The Inclusion Team

The AMS inclusion teams is led by a Head of Inclusion and supported by a team of specialist teachers and assistants based on the needs within the school and in line with the KHDA Dubai Inclusive Education Policy Framework' (2017) and Implementing Inclusive Education: A Guide for Schools (2019)

9.0 English Language Learners (ELL) and Enrichment

An English Language Learner (ELL) is identified as a student who is unable to communicate proficiently or learn effectively in English.

Students often come from non-English speaking homes and backgrounds and require specialized modifications to access the curriculum successfully. Although some ELLs may have basic interpersonal communication skills, they may struggle to access academic language across the curriculum. Inclusion at Ash Mount also recognises that students may require support or challenge for different reasons.



9.1 ELL Assessment Screening and Frameworks

- CAT4 and NGRT assessments are conducted to establish reading skills, providing information about sentence completion and comprehension skills.
- This data is used for regular monitoring of reading progress and to benchmark students' reading ability using the Standardized Age Score (SAS), students reading age, and their mean SAS score.
- If a student has a SAS score below 90 and/or reading age 3+ years below their age, they are invited to participate in ELL intervention programs.
- This data will categorize students into three overarching tiers, aligned with the Bell Foundations categories in the table below.

Tier 1 includes high-quality classroom-wide instruction and support for all students.

Tier 2 provides targeted class-based support to address a student's gaps in skills.



Tier 3 involves intensive support usually provided more often and in smaller groups.

Bell Foundation Categories	Description
E- Fluent	Quality first classroom instruction and support for all students. Students receive appropriate stretch and challenge to engage in extended writing and essays for coursework and projects in addition to language development and academic research through debates and talks (e.g. MUN and TedTalks)
D- Competent	Teachers are expected to accommodate language abilities through adaptive instructional strategies. ELL scaffolded support strategies are planned and embedded into lessons by the classroom teacher (writing frames, word banks, visual cues etc.). Classroom teachers and ELL teachers collaborate to ensure that students' needs are being met.
C - Developing competence	
B- Early Acquisition	Student is enrolled in the ELL program and meets regularly with the ELL teacher in small groups for specific, targeted language instruction (pull out and push in interventions). In class support could include co-teaching, working with a small group within the classroom, or providing scaffolds for the student and teacher to use in class.
A- New to English	

10.0 Admissions

- The school is committed to equitable access and inclusive admissions for all students, including students of determination.
- Entry assessment processes are age-appropriate, developmentally aligned, and designed to identify each student's strengths, needs, and required support strategies.
- Assessment outcomes are used solely to inform provision planning and ensure successful inclusion, not as a barrier to entry. Ash Mount School will make reasonable adjustments to ensure Students of Determination can access admission assessments and school life.
- A medical diagnosis is not a prerequisite for assessment or enrolment. The admissions process is not selective or exclusionary; all reasonable steps are taken to admit students and enable participation alongside peers.
- In exceptional cases where admission is not offered, the school follows KHDA's formal non-admission procedures, including clear evidence-based rationale, transparent communication with parents, and submission of required documentation.
- Priority admission is given to students of determination with siblings already enrolled.

11.0 Collaboration with Specialists

Where required the school may work with external specialists including:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Behaviour specialists

****Parents are involved in all decisions relating to external support.**



12.0 Monitoring and Review

Inclusion practices and impacts are reviewed regularly through:

- Student progress against baseline
- Value-added data
- Inclusion and intervention register review
- Feedback from teachers, students' and parents
- School self-evaluation processes
- Attendance, behaviour and wellbeing indicators
- Ongoing professional development for staff in inclusive teaching practices

13.0 Student Voice and Agency

Students are actively involved in their learning through:

- Participation in IEP target setting
- Reflection on progress
- Development of ATL skills
- Self-advocacy and independence

14.0 Safeguarding and Child protection

Inclusion in Ash Mount School works in conjunction with the school safeguarding and child protection policy to ensure that vulnerable students and Students of Determination are protected and supported.

15.0 Definitions

Students of Determination: The UAE government term used to describe individuals with disabilities or additional educational needs who may require specific support to access learning.

Barriers to Learning: Factors that may prevent students from fully participating in education. These may relate to cognitive, emotional, language, social or physical needs.

Individual Education Plan: A personalised plan that outlines strategies, targets and support for students requiring individualised intervention.

Universal Design for Learning: An educational framework that aims to make learning accessible to all students through flexible teaching strategies and learning environments.