



أكاديمية جيمس ويلينغتون واحة السيليكون
GEMS Wellington Academy
SILICON OASIS

PL106 - Students of Determination Policy

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Reviewed by | Sarah Hollingworth

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1. Vision

Our vision for inclusive education:

- As part of the GEMS overarching corporate mission:
'to put a quality education within the reach of every learner no matter where they are'
- GEMS vision for inclusion: 'to ensure all students have the right support and opportunities at the right time so they become resilient, happy and successful in their adult life'.
- To enable this GEMS will focus on 4 key priorities:
 - Education Excellence
 - Community and Friendship
 - Health and Wellbeing
 - Employment and Enterprise



At WSO, we welcome children with a range of learning preferences and encourage all students to become high performing. Our student body encompasses Students of Determination (students with special education needs and disabilities) as well as students who are English Language Learners (ELL). At our Academy, diversity is made visible, and our staff are committed to educating all students through quality first teaching. Our aim is to ensure that our children, no matter what their barriers, understand that success for them is in reach, so we explicitly develop the values, attitudes and attributes that they need and also the ways of thinking that enable them to be successful overtime and become high performance learners. We ensure that learning is personalised and adapted to the needs of all students, which prepares learners for the wide society and our ever-changing world. We ensure that students have world class opportunities to create their own story, enabling them to leave WSO world ready.

Student voice is a priority at WSO and within our student council, students of determination are fully immersed and are represented through Inclusion Ambassadors in both our Primary and Secondary school. WSO values the importance of collaborative relationships with families and encourages open and honest communication to allow all students to meet their potential. Students and their families are actively included in decisions regarding the provision and opportunities available to them at WSO which is promoted through the student's Individual Education Plan (IEP).

2. Legislation & Guidance

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'. Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Abu Dhabi Economic Vision 2030.
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Project for Inclusion for People of Determination.
- Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).
- 'My Community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- The Ministry of Education Strategic Plan 2017-2021.
- The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

3. Definitions

'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 equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community'. *Dubai Inclusive Education Policy Framework, 2017, p.10.*

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

- ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). Once proficient, these students move to EAL provision). See glossary of terms.
- EAL- English as an Additional Language (those who speak English as an additional language). These students do not require any additional support and make progress through personalised learning and high quality first teaching.
- SEND- Special Educational Needs and/or Disabilities (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD). The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'. A student requires special education provision if they have needs arising from the impact of a disability or recognised disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers.
- A disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.
- The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

4. Roles & Responsibilities

4.1 The Inclusion Governor

The Inclusion governor [Mai Ghazy] will:

- Help to raise awareness of Inclusion concerns/issues at governing board meetings.
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this.
- Work with the Vice Principal of Inclusion and Primary and Secondary SENCo to determine the strategic development of the Inclusion Policy and provision in the school.

4.2 The Vice Principal

The Vice Principal [Sarah Hollingworth] will:

- Work with the, Primary and Secondary SENCo and Inclusion Governor to determine the strategic development of the Inclusion Policy and provision within the school.
- Have overall responsibility for the provision and progress of Students of Determination and those with SEN.

4.3 Head of Inclusion (Primary SENCo & Secondary SENCo)

The Heads of Inclusion [Eimear Reece (FS & KS1), Natalie Hills (KS2) and Ronell Rochester (Secondary)] will:

- Work with the Vice Principal and Inclusion Governor to determine the strategic development of the Inclusion Policy and provision in the school.
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies supporting students with SEN.
- Ensure the school keeps the records of all students with SEN up to date.
- Implement and maintain Individual Education Plans (IEPs) for students with SEN.

4.4 Support or Specialist Inclusion Teachers

The School Support or Specialist Inclusion Teachers are:

FS1 and KS1 SENCo: Eimear Reece e.reece1@gemsedu.com

KS2 SENCo: Natalie Hills: n.hills@gemsedu.com

Secondary SENCo: Ronell Rochester r.rochester_wso@gemsedu.com

FS1 & SEN Advisor: Shona Hennessy s.hennessy_wso@gemsedu.com

FS2: Karin Nel k.nel_wso@gemsedu.com

Y1: Nida Madani: n.madani_wso@gemsedu.com

Y2: Patricia Heraty: p.heraty_wso@gemsedu.com

Y3: Gillian Sallie: g.sallie1_wso@gemsedu.com

Y4: Kartrina Morrison: k.morrison_wso@gemsedu.com

Y5: Luke Benson: l.benson_wso@gemsedu.com

Y6: Stacey Dunnachie: s.dunnachie_wso@gemsedu.com

Y7 & Secondary Deputy SENCo: l.ramzi_wso@gemsedu.com

Y8 & Y9: Craig Reece: c.reece1_wso@gemsedu.com

Y10 & Y11: Neil Colbeck: m.colbeck_wso@gemsedu.com

Y12 & 13: May Khaled Mahdy: m.khaledmahdy_wso@gemsedu.com

They will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND.
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate.
- Keep up to date records of all students with SEN on their caseload.
- Implement Individual Education Plans (IEPs) strategies for students with SEN.

4.5 Teachers

Each teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the Head of Inclusion and inclusion teachers to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this Inclusion Policy

5. SEN Information

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

All teachers are considered to be teachers of students with Special Educational Needs and as such they continue to remain responsible for the teaching and learning for their students. All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage.

Students can be referred to the Inclusion Support Team on entry or at any point during their education at the Academy. We use a range of tools to identify possible barriers to learning including screeners, psychoeducational assessments and tests which baseline students against national benchmarks. The school support or specialist teachers are not qualified to provide a diagnosis of need but will recommend the relevant professionals when obtaining a diagnosis may be appropriate. Our school welcomes external agency input and will work collaboratively with qualified professionals to ensure the development of students.

The graduated approach recognises that there is a **continuum** of special educational needs and that, where necessary, increasing specialist expertise should be used to remove or mitigate barriers to learning that a student may be experiencing.

Level 1

This level describes the support that is available to all students, including those with and without SEN. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching or Quality First Teaching. Teachers accommodate individual

differences and ability, learning style and behaviour through high quality inclusive and personalised classroom practice. Level 1 provision may include one or more of the following:

- A personalised profile
- Personalised planning and resources
- Assistive technology
- Access arrangements for assessments
- Counselling/well-being support
- Interventions led by class teacher/Head of Year/leadership team

Level 2

This level describes the support that is available in addition to the support at Level 1 and goes beyond the usual differentiated and personalised curriculum. Students at this level require interventions that are specific and time-limited, these can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support services and may only need to be short term. Level 2 provision may include any Level 1 provision plus one or more of the following:

- External input, e.g., Educational Psychologist, Occupational Therapist, Speech & Language Therapist, ABA Therapist
- Targeted inclusion support within the classroom from an inclusion teacher or inclusion teaching assistant
- Intervention programmes in small groups of 1:1 delivered by an inclusion teacher or inclusion teaching assistant
- A targeted counselling/well-being programme
- A bespoke timetable/personalised curriculum
- A very small number of students on Level 2 support may require an Individual Education Plan (IEP) which is reviewed at least twice a year

Level 3

Students at this level require individualised and specialised provision, which is different from that provided to most other students. This is the most intense level of support incorporating specialist approaches, intervention or support, involving individualised and specialised provision. Level 3 provision may include any Level 1 and Level 2 provision plus one or more of the following:

- Level 3 Individual Education Plan which is reviewed at least twice a year
- Learning Support Assistant*
- Home/School communication sent through a weekly Sway which highlights the success and challenges of each academic week
- Enrollment onto a Rahhal Programme

* If a student requires the support of a Learning Support Assistant, it is charged in addition to the regular school fees. It is expected that only a few students will require access to support from a Learning Support Assistant. The school strives to keep cost to

a minimum by sharing where possible and ensuring that the students are encouraged to maintain an element of independence. Parents agree to the payment and terms and conditions set out in the Gems WSO LSA Level 3 contract. In addition, the student will be registered through an individual service agreement with the KHDA.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether personalised approach or additional support is needed.

As part of the Academy's admissions and enrolments policy we strive to admit all students regardless of their needs and staff follow KHDA guidance and procedures for scenarios where, very rarely, it may not be in the best interests of the child to be enrolled at WSO. This information will be shared with the KHDA, following expected procedures.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when identifying whether they need SEN provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. If your child is joining WSO, please share full details of any special educational

needs, individual education plans (IEPs) and any Educational Psychologist, Pediatric, or other specialist reports (e.g., Speech and Language or Occupational Therapy) if completed. Sharing educational history with us prior to a place being offered is essential so that staff can ensure an appropriate assessment of educational need, educational plan and resourcing is in place. We give sibling priority for admission to students who experience SEND.

Student voice is a priority at WSO and within our student council, students of determination are fully immersed and are represented through Inclusion Ambassadors in both our Primary and Secondary school.

We strive to offer regular parent engagement sessions throughout the academic year and connect with our parents through regular coffee mornings.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The teacher will work with the Head of Inclusion and inclusion teachers to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Schools should revisit this cycle of action and refine and revise their decisions about support as they gain a richer understanding of the student and what is most effective in helping them secure good outcomes. Support for all students with SEN should be kept under continuous review in the form of IEP meeting which take place termly for Level 3 students.

5.5 Supporting students moving between education settings and preparing for adulthood

Our school is happy to work with other schools and settings to share information that will support and enhance a student's transition. This will be done in partnership with parents. Similarly, we request as much information as possible from previous schools and parents to support new joiners at WSO. This information will allow us to mirror and build upon previous provision that is supporting students on their journey.

We ensure that students move seamlessly through each year at school by implementing a thorough transition process. Depending on the need of each student, this may vary. For example, some students may spend time in new settings and/or meeting new staff members for a prolonged period of time before moving. We welcome thoughts and feedback from families should they feel their child would appreciate further support with the transition process.

The creative pathways provide alternative qualifications that help to prepare students for further education, work, and adulthood. These qualifications include:

- Functional Skills English
- Functional Skills Maths
- BTEC Qualifications
- ASDAN

These pathways are bespoke and allow students to create their own story, by demonstrating skills through real-life assessments set in everyday contexts. As a result, students are confident and equipped to become 'word class and world ready'.

5.6 Our approach to teaching students with SEN

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual pupils.

All teachers are responsible and accountable for the progress and development of all students they teach and support.

We are innovative in our approach to inclusive education and regularly adapt our teaching and provision where the student need arises. This approach varies from student to student and is personalised based on student's category of need. If you would like to discuss the availability of specific intervention programmes, please speak to the Primary or Secondary SENCO

Please review the Graduated approach information in Section 5.2 for more information.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to meet student needs. For example, by grouping, 1:1 work, teaching style, content of the lesson, change of environment, etc.
- Applications may be made to KHDA for temporary or permanent exemptions from Languages
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptations are reviewed and updated regularly for our students. WSO is committed to a person centered approach and will adopt further approaches and strategies should the need arise for a student within the school.

5.8 Additional support for learning

We have 3 SENCOs, 12 Inclusion Teachers, 12 Teaching Assistants and a SEN Advisor who are trained and have experience of delivering a variety of interventions. Additionally, if required, we offer training and support to Learning Support Assistants on bespoke intervention programmes to ensure students receive the highest quality provision.

For information regarding the interventions we offer, please speak to the Primary or Secondary SENCo.

We work with a number of agencies, including Inspire Therapy and Dubai Community Health Center. We are open to working with other agencies to meet student needs.

5.9 Expertise and training of staff

Our Heads of Inclusion have extensive experience and qualifications for working within Special Education.

They are non-teaching roles to enable them adequate time to manage SEN provision.

In the last two academic year, staff have had training on the below:

- Registered Behaviour Technician Training
- Professional Crisis Management
- National Award for Special Educational Needs Coordination
- Certificate in Psychometric Testing and Assessment and Access Arrangements
- Autism Diagnostic Observation Schedule (ADOS 2)
- Coach U
- Mental Health First Aid
- Crisis Behavior Intervention – Positive Handling

We use internal specialist staff for

- Applied Behaviour Analysis
- Behaviour Support Plans
- Counselling

We use external specialist staff for:

- Educational Psychology Assessments
- Speech and Language Screening and Therapy
- Occupational Screening and Therapy
- Applied Behaviour Analysis

5.10 Securing SEN Support, Equipment and Facilities

Access to student support is described in Section 5.2.

The school MSO and SENCos work together to uphold our accessibility plan which is reviewed annually to ensure that our facilities and equipment meet the needs of all

students. The school regularly invests in new equipment and facilities to meet health and safety standards and to improve our provision.

Should students require a 1:1 Learning Support Assistant, this will be funded by parents. The school will recruit an appropriate adult or assign a current member of staff to work with the student. The support is reviewed on a termly basis.

On occasion, the school may recommend further resources, equipment and services at the parents' cost that may benefit a student at home.

5.11 Evaluating the effectiveness of SEN provision

Our Inclusive practice and provision has been recognised as 'Outstanding' by KHDA and BSO. Additionally, we received our SEND Inclusion Award (SENDIA) in February 2022. We evaluate the effectiveness of provision for students with SEN by:

- Completing an Inclusive Education Improvement Plan
- Completing an Inclusion School Evaluation
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions at regular intervals
- Using student questionnaires
- Monitoring by the Head of Inclusion
- Using provision maps to measure progress
- Holding termly reviews for students with IEPs

The SENCOs are responsible for updating the School Development Plan and ensuring progress is made towards the outcomes of our school Inclusion Action Plan.

5.12 Enabling Students with SEN to engage in activities available to those in the school who do not have SEN

Our extracurricular activities, school performances and school trips are available to all students. In cases where special arrangements are required, we work collaboratively with parents to create a risk assessment to ensure the correct provision is in place.

5.13 Support for improving emotional and social development

We work closely with our safeguarding and pastoral teams to provide support for students to improve their emotional and social development in the following ways:

- All students engage in GroWell, our wellbeing curriculum
- Students with SEN are encouraged to be part of our student leadership teams

- Obtaining and analysing PASS data to provide wellbeing interventions
- Counselling services are available to all students and their families
- Parent workshops are provided
- Friendship groups

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Please refer to Section 5.8 and 5.9 to find out how we work with other agencies. We actively encourage participation of all stakeholders when creating and reviewing student IEPs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Primary or Secondary SENCo in the first instance. They will then be referred to the school's complaints policy.

6. Monitoring Arrangements

This Inclusion Policy will be reviewed by the Vice Principal for Inclusion every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Appendix A

<p>The United Nations Convention on the Rights of Persons with Disabilities</p>	<p>https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</p>
<p>Federal Law (29) 2006 and 2009</p>	<p>https://www.abudhabi.ae/portal/public/en/citizens/religionand-community/people-of-determination-le/federal-law-no-29-of2006-concerning-the-rights-of-people-of-determination</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p>
<p>Dubai Law 2014 (no. 2)</p>	<p>https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf</p> <p>Concerning Protection of the rights of persons of determination in the Emirate of Dubai</p>
<p>Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai</p>	<p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf</p> <p>Regulations for Private Schools in Dubai</p>
	<p>Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;</p>

	Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
	Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
	Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;
	Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
The National Project for Inclusion for People of Determination (2008)	https://www.abudhabi.ae/portal/public/en/homepage/religion-andcommunity/people-of-determination-le/the-national-project-forinclusion-of-people-of-determination
UAE School for All: General rules for the provision of special education programmes and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf
My Community: A City for Everyone Initiative (2013)	https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx Aims to turn Dubai into a fully inclusive and friendly city for People of Determination

<p>Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)</p>	<p>https://government.ae/information-and-services/education/education-for-people-with-specialneeds</p>
<p>The National Policy for Empowering People of Determination (2017)</p>	<p>https://government.ae/en/about-the-uae/strategies-initiativesand-awards/federal-governments-strategies-and-plans/thenational-policy-for-empowering-people-with-special-needs</p> <p>Aims to provide quality inclusive education in the UAE</p>
<p>Dubai Inclusive Education Policy Framework (2017)</p>	<p>https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf</p> <p>Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.</p>
<p>The Dubai Universal Design Code (2017, Accessibility Code)</p>	<p>https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf</p> <p>Aims for universal accessibility</p>
<p>Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)</p>	<p>http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%AA-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf</p>

The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiativesand-awards/federal-governments-strategies-and-plans/ministryof-education-strategic-plan-2017-2021
The Dubai Plan 2021	https://www.dubaiplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection
UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-binrashid-launches-five-decade-government-plan-uae-centennial-2071