



مدرسة سمارت فيجن
SMART VISION SCHOOL

SVS Inclusion Policy

2026/2027

Date of Original Policy: August 2024

Date of Next Review: August 2027

Smart Vision School Inclusion Policy

Commitment

Smart Vision School is committed to inclusive education, ensuring that all students—regardless of ability, background, or need—can thrive.

This policy aligns with:

- *KHDA Guidelines*
- *UAE Law 29 (2006 & 2009)*
- *Dubai Law 2 (2014)*
- *Dubai Inclusive Education Framework (2017)*

Purpose

The purpose of the Inclusion Policy is to help ensure that equitable opportunities are provided for every child at SVS taking into account their individual strengths and needs.

This policy describes the way we meet the needs of students who experience barriers to their learning. The KHDA compiled a list of common barriers to learning detailed below:

- *Cognition and learning*
- *Communication and interaction*
- *Social, emotional, and mental health*
- *Physical, sensory, and medical.*

These barriers are then split further into categories of disability (detailed in [Appendix A](#)). It is important to note that although classifications can provide guidance in terms of appropriate strategies and support, at SVS, provision for students follows a graduated response which is designed to ensure support is focused on individual needs and personal outcomes.

Inclusion for All Learners

We strive to provide an accessible and enriching curriculum for all students, including:

- **SEND:** Students with recognised disabilities or learning differences, with or without a formal diagnosis.
- **English Language Learners (ELL):** Students who need additional support with learning English as a second language.
- **Gifted and Talented:** Students demonstrating exceptional ability or attainment.

Inclusion Procedures for SEND, ELL, and G&T

Admissions

- The admissions team consults the **Head of Inclusion (HoI)** before confirming placement if an additional educational need is identified.
- Parents provide all reports and relevant documentation at admission.
- The school confirms that required support (e.g., IEP, ELL lessons, G&T enrichment) can be provided before placement is finalised.
- Flowcharts detailing the process for new admissions and the process for referral and support of existing pupils with additional needs are included in ([Appendix B](#)).

Identification and Support

Step 1 – Classroom Functioning Checklist

- Teachers are encouraged to follow the referral process ([Appendix C](#)).
- Teachers complete the Classroom Functioning Checklist ([Appendix D](#)) when they observe barriers to learning (academic, behavioural, social-emotional, or language).
- Evidence of concern must be collected (work samples, observations, assessment data).

Step 2 – Referral via Pebble

- If concerns persist, teachers complete the Pebble Referral Form and submit it with supporting documentation to the HoI.
- The HoI logs the student on the Students of Concern Register.
- Teachers should complete the Pebble form ([Appendix E](#)) and email it to the Head of Inclusion (HoI).

Step 3 – Initial Review

- HoI and Inclusion team review referral, consult teacher(s), and decide next steps:
 - Continue classroom differentiation with monitoring, or
 - Begin formal assessment and additional support pathway.
 - Tailored IEPs are developed for students with additional needs, outlining specific learning objectives, support strategies, and progress reviews.
 - We provide referrals and screenings through The Bridge Learning Center to external specialists, such as educational psychologists, speech and language therapists, and occupational therapists, when necessary.

Graduated Response SEND

- **Level 1:** Differentiated quality-first teaching, monitored in class.
- **Level 2:** Individual Education Plan (IEP) developed by class teacher, parents, HoI, and external therapists, reviewed termly with all stakeholders.

- **Level 3:** Specialist interventions and/or external referrals (Bridge Learning Centre, therapists, psychologists).

IEP Process:

- Written collaboratively (teacher + parents + HoI + external therapists).
- Includes **SMART targets, strategies, and success criteria.**
- Reviewed **termly** with updated progress notes.

Behaviour Support:

- Where needed, an **Individual Behaviour Plan (IBP)** is created alongside the IEP.
- Behaviour logs are monitored and ABC behaviour tracking is used.

Curriculum and Teaching Approaches

- **Differentiated Instruction:** Teaching methods are adapted to cater for diverse learning styles, abilities, and interests, ensuring all students can participate fully in the curriculum.
- **Inclusive Classroom Environment:** Teachers promote an inclusive atmosphere, utilising assistive technologies and differentiated materials to support diverse learners.
- **Flexible Pathways:** The school offers flexible academic pathways, allowing students to learn at their own pace and level, including modified curricula where required.
- **The Bridge Learning Centre Specialist Support:** The Bridge Learning Center is a CDA & DHA licensed centre for children of determination. 'The Bridge' provides clinical intervention services on site in collaboration with SVS to help meet the needs of Children of Determination with more complex needs that require additional support, beyond the scope of the typical mainstream school offer. The Bridge utilises evidence based approaches and ensures rigorous tracking and monitoring of client progress. The Bridge offers an alternative pathway option with Specialised curriculums which include: ASDAN, VB-MAPP & ABLLS-R.
- **Onsite Clinical Services:** A range of clinical support services are available to SVS students on site, including: Speech & Language Therapy, Occupational Therapy, Psychology & Counselling, Behavioural Therapy (ABA) Developmental & Diagnostic Assessments. These services are provided by our partnered licensed therapy center.

Professional Development

- Continuous training for staff in inclusive practices, differentiation, and SEND strategies, as well as G&T.

Monitoring and Review

- **Progress Tracking:** Regular monitoring of all students, especially SEND

- *Annual Policy Review: Ensures alignment with KHDA and school needs*

Parental and Student Involvement

- *Active participation in decisions about support and interventions*
- *Transparency and collaboration throughout*

English Language Learners (ELL)

Identification

- *Oxford Placement Test for Young Learners, teacher observation, and Pebble referral.*
- *Students are placed on the ELL Register with a language proficiency phase recorded.*

Support

- *Beginners - Pre A1 & A1: small-group or pull-out sessions.*
- *Developing/Advanced - A2 & B1: in-class push-in support and targeted differentiation.*
- *Progress tracked termly using language phases and assessments (BPVS, Burt Reading Test, RWI Phonics, NGRT, internal tasks).*

Gifted & Talented (G&T)

Identification

- *Multiple criteria used:*
 - *CAT4 data*
 - *Standardised assessments (GL, NGRT, Star)*
 - *Teacher judgement*
 - *Performance in specialist subjects.*
- *Students meeting standard scores of 121+ in 3+ areas (verbal, non verbal, quantitative and spatial) are added to the G&T Register or 1+ over a standard score 127+ in one area.*

Support

- *Differentiated/accelerated tasks in class.*
- *Opportunities for independent research, competitions, and enrichment.*
- *Subject leaders monitor progress and update the register termly.*

Documentation & Tracking

- **Classroom Functioning Checklist** – *first step for teacher concerns.*
- **Pebble Referral Form** – *formal referral to HoI with evidence.*

- **Registers Maintained by HoI:**
 - *Students of Concern*
 - *SEND (Levels 1–3)*
 - *ELL*
 - *G&T*
- **Provision Map / EduKey** used to record IEPs, IBPs, interventions, reviews, and staff communication.

Appendix A - Common Barriers to Learning

Categories of disability and barriers to learning

https://web.khda.gov.ae/KHDA/media/KHDA/Logos/Guide_for_Implementing_the_KHDA_Categorisation_and_Support_for_SOD_En.pdf?utm_source=chatgpt.com

All students of determination (students with a formal diagnosis) and students identified with evidence-based indicators of a possible disability must be classified with reference to the following:
Table 1: Every student of determination (student with a formal diagnosis) must be classified under one of the 11 main categories. **Table 2:** Every identified student (student with evidence-based indicators of a disability) must be categorised using the barrier categories in Table 2.

Table 1 - Categorisation for students with a formal diagnosis

Main diagnosed category as per the UAE unified classification system	Sub-Category as per the UAE unified classification system	Additional Information
1. Intellectual Disability	1.1 Intellectual Disability	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe
	1.2 Unspecified	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe
	1.3 Global Developmental Delay	
	1.4 Neurocognitive Disorders	
2. Communication Disorders	2.1 Language Disorders	<ul style="list-style-type: none"> ▶ Receptive ▶ Expressive ▶ Both receptive and expressive
	2.2 Speech Sounds Disorder	
	2.3 Fluency Disorder	
	2.4 Social Communication Disorder	
	2.5 Unspecified Communication Disorder	
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability	<ul style="list-style-type: none"> ▶ Level 1 ▶ Level 2 ▶ Level 3
	3.2 High Functioning Autism	<ul style="list-style-type: none"> ▶ Level 1 ▶ Level 2 ▶ Level 3
4. ADHD	4.1 Combined presentation	
	4.2 Predominately Inattentive presentation	
	4.3 Predominantly Hyperactive/Impulsive	

5. Psycho-Emotional Disorders		<ul style="list-style-type: none"> ▶ Depression ▶ Bipolar Disorder ▶ Anxiety Disorders ▶ Post-Traumatic Stress Disorder ▶ Obsessive Compulsive Disorder ▶ Oppositional Defiance Disorder ▶ Conduct Disorder ▶ Selective Mutism ▶ Intermittent Explosive Disorder ▶ Eating Disorders ▶ Personality Disorders ▶ Tourette Syndrome ▶ Other
6. Specific Learning Difficulties	6.1 Dyslexia	
	6.2 Dysgraphia	
	6.3 Dyscalculia	
	6.4 Scholastic Skills	
7. Visual Impairment	7.1 Total Blindness	
	7.2 Partially Sighted	
	7.3 Low Vision	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe
8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels)	
	8.2-Hearing Impairment (hearing loss ranging from 26 to 90 decibels)	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe

9. Deaf-Blind Disability	9.1 Deaf-Blind	
10. Physical Disability		<ul style="list-style-type: none"> ▶ Cerebral Palsy ▶ Muscular Dystrophy ▶ Spina Bifida ▶ Amputation/Limb Differences ▶ Spinal Cord Injury ▶ DCD / Dyspraxia ▶ Brittle Bone Disease ▶ Juvenile Idiopathic Arthritis. ▶ Musculoskeletal Deformities ▶ Other
11. Multiple Disability		When selecting Multiple Disabilities , also select two or more additional main and sub-categories that coexist and result in complex needs requiring highly individualised support and consistent specialist input.

Steps to complete the categorisation for identified students of determination without a diagnosis (barrier identification)

Step 1: Identify the learner’s main barrier as identified through a comprehensive school-based assessment.

Step 2: Select the Main Barrier and Barrier Sub-Category.

Step 3: Where available, complete the additional information which indicates the level of support or specific barriers.

Table 2 – Categorisation for identified students without a diagnosis (barrier identification)

Main Barrier	Barrier Sub-Category	Additional Information
1. Thinking and Learning Needs	General learning needs across subjects	<ul style="list-style-type: none"> ▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
	Early developmental needs in more than one area (under age 5)	<ul style="list-style-type: none"> ▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
	Memory and thinking needs due to illness or injury	<ul style="list-style-type: none"> ▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)

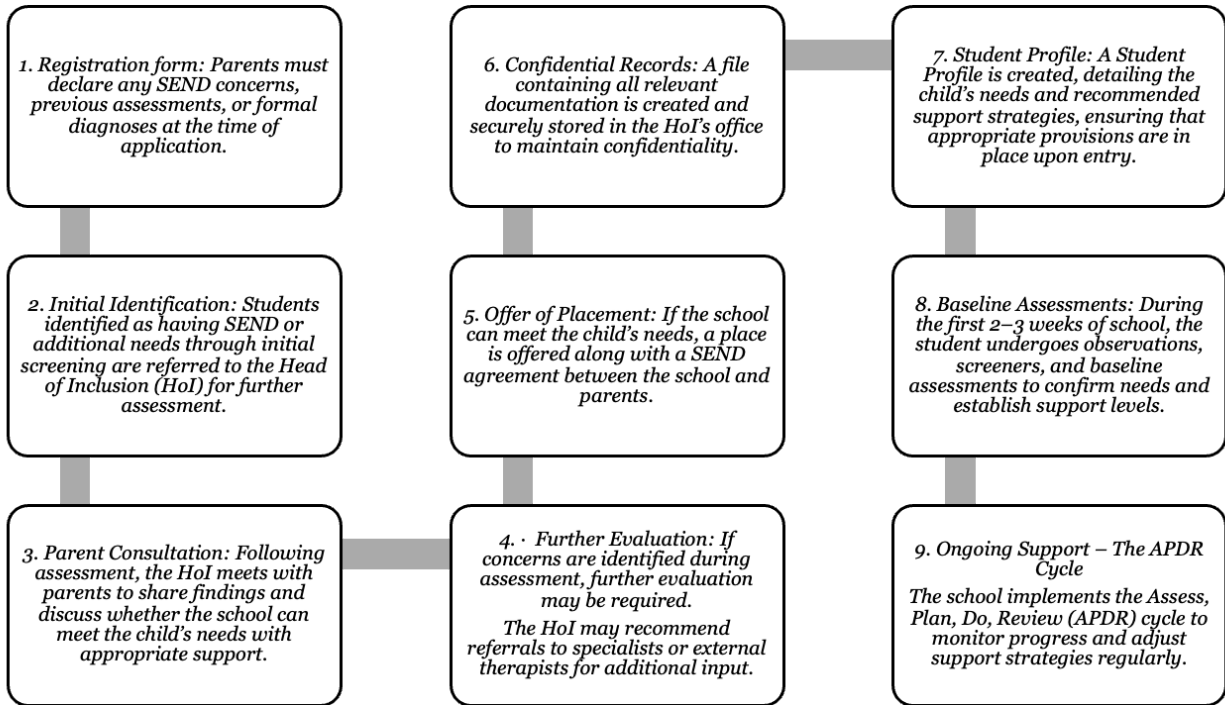
2. Communication and Speech Needs	Language needs	<ul style="list-style-type: none"> ▶ Understanding language ▶ Using language ▶ Both understanding and using language
	Difficulty making speech sounds clearly	
	Stammering or stuttering	
	Social use of language difficulties	
	Other or unclear speech and language needs	
3. Social Communication and Interaction Needs		<ul style="list-style-type: none"> ▶ Needs little or no support (independent most of the time, but benefits from some help) ▶ Needs regular support (daily support in several areas) ▶ Needs high levels of support (consistent help across most areas of academic life)
4. Attention and Focus Needs	Difficulties with both attention and high activity	
	Difficulties mainly with attention and focus	
	Difficulties mainly with high activity and impulsive behaviour	
5. Social, Emotional and Behavioural Needs		<ul style="list-style-type: none"> ▶ Low mood or sadness ▶ Strong mood swings ▶ Worry and anxiety ▶ Difficulties after traumatic events ▶ Repetitive or obsessive behaviours ▶ Strong refusal or defiance

		<ul style="list-style-type: none"> ▶ Not speaking in some situations ▶ Sudden angry outbursts ▶ Difficulties with eating and food ▶ Personality or behaviour challenges ▶ Tics or involuntary movements and sounds ▶ Other
6. Learning Difficulties in Specific Skills	Reading difficulties	
	Writing difficulties	
	Difficulties with maths and number skills	
	General academic learning difficulties	
7. Vision Needs	Low vision	<ul style="list-style-type: none"> ▶ Some difficulty seeing details ▶ Significant difficulty seeing clearly ▶ Very limited visual clarity
8. Hearing Needs	Hearing loss	<ul style="list-style-type: none"> ▶ Some difficulty hearing sounds ▶ Frequent difficulty following speech ▶ Unable to hear most speech
9. Physical and Movement Needs		<ul style="list-style-type: none"> ▶ Movement and posture needs ▶ Ongoing muscle weakness ▶ Coordination and motor planning difficulties ▶ Fragile or brittle bones ▶ Ongoing joint problems ▶ Missing or differently formed limbs

		<ul style="list-style-type: none"> ▶ Loss of movement due to spinal injury ▶ Bone or joint differences (e.g. curved spine, clubfoot) ▶ Other
10. Multiple and Complex Needs		Select this category when two or more barriers co-exist, resulting in highly individualised support and consistent specialist input. Record each relevant barrier category alongside this selection.

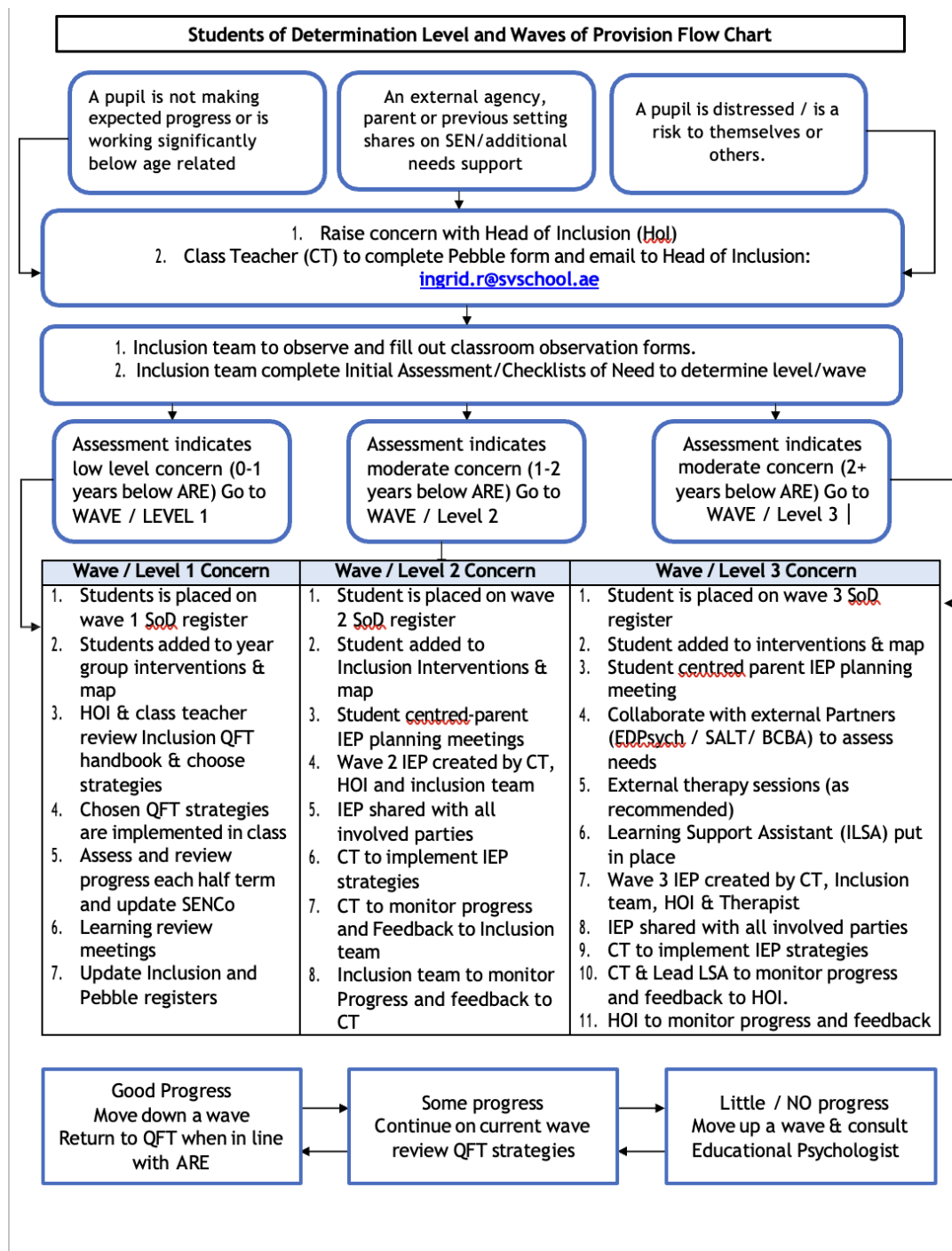
Appendix B - Identification Flowcharts

New Admission Process



Appendix C - Identification Flowcharts

Process for referral and support of existing pupils with additional needs:



Appendix D - Classroom Functioning Checklist

 **Classroom Functioning Checklist.pdf**

Classroom Functioning Checklist

Please complete this checklist for any student of concern within the first 2–3 weeks of term. This helps the Inclusion Team identify early support needs.

Student Name: _____ **Year Group:** _____

Teacher: _____ **Date:** _____

Skill / Behaviour Area	Concerns ? (Y/N)	Comments
<i>Following instructions (1-step / multi-step)</i>		
<i>Attention and focus during tasks</i>		
<i>Interaction with peers (social skills)</i>		
<i>Emotional regulation</i>		
<i>Language and communication (understanding / expressing)</i>		
<i>Reading ability (fluency / comprehension)</i>		
<i>Numeracy ability</i>		
<i>Organisation and independence</i>		
<i>Motor skills (fine/gross)</i>		
<i>Sensory needs observed (e.g. avoids noise, fidgets)</i>		

Additional Notes:

Appendix E - Pebble Form

 Pebble Form - 2025.pdf

Pebble Form – Referral to Inclusion Department

Teacher Information: Name: _____ Date: _____ Year Group & Section: _____	Student Information: Student Name: _____ Date of Birth: _____ Year Group & Section: _____ Gender: Male / Female
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Reason for Referral: (Please check all that apply) <ul style="list-style-type: none">● Academic Difficulties● Social/Emotional Concerns● Behavioral Issues● Physical/Motor Skills Challenges● Communication or Speech Difficulties● Other: _____
Observations: · Describe the specific concerns or challenges observed in the classroom: _____ _____ _____ · When were these concerns first noticed? _____ · How often do these challenges occur?

Supporting Documentation:

(Please attach any relevant assessments, work samples, or additional notes)

- *Classroom Assessments*
- *Student Work Samples*
- *Behaviour Logs*
- *Parent Communication Records*
- *Graduated Response Checklist (Inclusion Department to complete)*
- *Other: _____*

Add any strategies that have been put in place by teachers or yourself and if they have been successful or not.

Lesson	Teacher	Concerns	Strategies used in class	Effectiveness
<i>English</i>				
<i>Maths</i>				
<i>Science</i>				
<i>Music</i>				
<i>MSC</i>				
<i>PE</i>				
<i>Humanities</i>				
<i>French</i>				
<i>Arabic / Islamic</i>				

Parent/Guardian Involvement:

- ***Have parents/guardians been informed of concerns? Yes / No***
- ***If yes, summarise the discussions and their feedback:***

Referral to Inclusion Team:

- ***Specific support requested from the Inclusion Team:***

- ***Teacher's Signature:*** _____

For Inclusion Department Use Only:

- ***Date Received:*** _____

- ***Action***

Taken: _____

- ***Inclusion Team Member Signature:*** _____