



Victory Heights Primary School City of Arabia **Inclusion Policy**

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Responsible SLT: Director of Inclusion

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Equal Opportunities Statement

Victory Heights Primary School is committed to providing an inclusive environment where every child, regardless of ability, gender, nationality, religion, or background, is valued and supported. We believe that all children have the right to access high-quality education, with opportunities tailored to their individual strengths and needs. Through our inclusive practices, we foster an environment of respect, equity, and diversity, ensuring that all children can thrive academically, socially, and emotionally within a nurturing and supportive community.

Policy Vision

Victory Heights Primary School (VHPS) is committed to nurturing and supporting every child by fostering an inclusive and caring learning environment. By removing barriers to learning and promoting equity, we strive to meet the unique needs of each child, ensuring they are nurtured, challenged, and able to excel to the best of their ability. Our inclusion practices align with UAE regulations and are embedded in our school's ethos to create a safe, secure, and inclusive learning environment.

Aims of the Policy

- To provide an inclusive educational experience that meets the individual needs of all children.
- To comply with UAE legislation and the KHDA's inclusion policies, ensuring equitable access to high-quality education.
- To foster a culture of acceptance, diversity, and equity, where all children, regardless of need or background, are valued members of our school community.
- To provide quality first teaching (QFT) and appropriate interventions that address and overcome barriers to learning.
- To collaborate with families, external specialists, and community partners to ensure holistic support for Students of Determination (SoD).

Inclusion Leadership and Accountability

Inclusion is at the heart of VHPS's ethos, with leadership and accountability shared across all levels of the school:

- The **Inclusion Champion** leads the Inclusion Team and is a key member of the school's **Primary Leadership Team (PLT)**, driving the strategic planning, implementation, and monitoring of inclusive practices across the school.
- **Governors, Senior Leaders, Middle Leaders, and Teachers** are collectively accountable for promoting and embedding inclusive strategies in all aspects of school life.
- The **Facilities Manager** plays a crucial role in ensuring that the school's environment is fully inclusive by maintaining accessible facilities, providing necessary accommodations, and ensuring compliance with safety and accessibility standards.
- The Inclusion Team ensures compliance with UAE regulations and directives, working closely with staff to remove barriers to learning and provide appropriate support for all children.

Contact Details

Director of Inclusion: Michelle Choytooa inclusion@vhprimarycoa.ae

Governor i/c Inclusion: Jolene Palmer jolene.p@insightspsychology.com

Relevant Legislation and Directives

This policy ensures that VHPS is compliant with the following UAE legislation and directives, taking into consideration inclusion guidelines:

- The UAE Federal Law (29) of (2006)
- The UAE Federal Law (2) of (2015)
- Dubai Inclusive Education Framework (2017)
- Implementing Inclusive Education: A Guide for Schools (2019)
- Directives and Guidelines for Inclusive Education (2019)
- The revised categorisation framework of Students of Determination (2019)

Executive Council resolution No. (2) of (2017) – Regulating Private schools in the Emirate of Dubai:

- Article 4 (14) Establish the conditions, rules, and standards that are required to facilitate the enrollment and integration of students with disabilities in private schools.
- Article 13 (16): Treat its students equitably and not discriminate against them on the grounds of nationality, race, gender, religion, social class, or special educational needs of students with disabilities.
- Article 13 (17) Admits 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 educational activity, including devices, equipment, furniture and other supplies which KHDA deem necessary, such as the supplies required by students with disabilities.
- Article 23 (1) Provide for equality amongst students and prevent discrimination based upon race, gender, nationality, religion and social class.
- Article 23 (4) Provide a special needs friendly environment and academic programme appropriate for students with disabilities, in accordance with the rules and conditions determined by the KHDA and the concerned government entities in this respect.

Admissions Policy for Students of Determination

Victory Heights Primary School treats all admissions equally and actively encourages applications for Students of Determination.

Application Process:

- As part of the application process, any additional support needs, barriers to learning, or identified needs must be shared with the school.
- Children will be invited for an assessment conducted by a member of the Inclusion Team to identify any barriers to learning and determine the support required for success within the curriculum.
- The assessment will identify the level of support needed in alignment with the school's standard service provision.

Additional Assessments:

- In some cases, additional support from external specialists such as Occupational Therapists, Speech and Language Therapists, or Educational Psychologists may be recommended.
- A formal diagnosis is not required for admission. These assessments help create a comprehensive learning profile of strengths and needs to ensure successful support for the individual child.

Collaboration on Additional Support:

- For children who require additional support beyond the standard school service, an Individual Learning Support Assistant (ILSA) may be recommended.
- This recommendation is always made in collaboration with parents and with the involvement of the Principal, Ben Rothwell, to ensure informed decisions.

Exceptional Cases:

- In rare cases where admission is denied, VHPS will submit a **Non-Admissions Application** to the KHDA, providing relevant documentation, evidence, and justifications for the decision.
- Possible reasons for denial may include, but are not limited to:
 - Limited alternative curriculum pathways
 - Inclusion support at capacity within the year group
 - Capacity reached of one Individual Learning Support Assistant (ILSA) per class.
 - Additional support requirements beyond the standard service, with parents unable to agree to fund the additional support

Compliance:

- For further information on identification during admissions, refer to the school's admissions process, which aligns with Article 4 (14) of UAE legislation:
"Establish the conditions and standards that are required to facilitate the enrolment and integration of students with disabilities in private schools."

Identification Process

Early identification of needs is crucial for successful intervention. Our process includes:

- **Teacher Observations:** Class teachers regularly monitor children’s progress.
- **Inclusion Team Screening:** Informal classroom screenings and monitoring by the Inclusion Team.
- **Assessment Data:** Analysis of formative, summative, and external assessment data (e.g., CAT4, NGRT).
- **Parental Input:** Collaboration with parents to gather relevant background information.

Once identified, children are placed on the **Inclusion Register**, which consists of the following categories:

1. **Students of Determination:** Children who are on the Students of Determination register are categorised using the Guide for Implementing the Categorisation System for Students of Determination (2025)
Children will have an identified primary need and in some cases secondary and tertiary needs will also be recorded.

An official diagnosis is not required for a child to be on the Students of Determination register, however there would be comprehensive school based assessments.

Main Diagnosed Category as per UAE	Sub Category
1. Intellectual Disability	1.1 Intellectual Disabilities (including intellectual disability unspecified) 1.2 Unspecified Specific Learning Disorders 1.3 Global Developmental Delay 1.4 Neurocognitive Disorders
2. Communication Disorders	2.1 Language disorders 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 3.2 High Functioning Autism
4. ADHD	4.1 Combined Presentation 4.2 Predominantly Inattentive presentation 4.3 Predominantly Hyperactive/Impulsive

5. Psycho-Emotional Disorder	
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
8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels). 8.2 Hearing Impairment (hearing loss ranging from 26-90 decibels)
9 Deaf- Blind Disabilities	9.1 Deaf-Blind
10. Physical disability	
11. Multiple disabilities	Include 2 or more additional main and subcategories that co-exist and require highly individualised support.

2. **Additional Educational Needs (AEN):** Children who are currently performing behind age-related expectations, in one or more areas of learning, without any identified barrier to learning at this time. It may be that this student has missed a significant period of school due to illness, has had a lack of stimulation in the past or has not previously had access to high quality teaching.

These students are expected to catch up with their peers upon completion of a time-limited intervention. Children who are receiving pastoral support for emotional well-being, social skills and self-esteem are also noted on the AEN register.

3. **More Able, Gifted and Talented (MAGT):** Children performing significantly above expectations (refer to MAGT policy).
4. **English Language Learners (ELL):** Students who are speaking more than one language at home, where English is not their primary language and this skill is emerging. ELL students on the VHPS register have difficulty in accessing and participating in the mainstream curriculum at this time (See ELL policy)

Register of Needs

The Students of Determination register tends to be more fixed and identifies children who will likely require ongoing support throughout their school life. The AEN and ELL register is a more dynamic register in that some children may be on it on a temporary basis and require a specific period of support or intervention.

Provision of need is completed throughout a graduate response system, with mapping of intervention, provision and outcomes. Children can move through these levels of support where necessary, and in some cases, may move onto the student of determination register.

Graduated System of Support (GSS)

The directive and Guidelines for Inclusive Education (2020) outline a common framework for all schools to use with the Graduated System of Support (GSS). This approach ensures that teaching and support is equitable, inclusive, culturally responsive and based on students strengths.

The GSS response at VHPS allows for children to move through the process depending upon their needs and response to intervention. The GSS is dynamic, allowing children to increase or decrease support based on ongoing assessment, intervention and evaluation of needs.

Level 1 – General Support Services

- Quality first teaching (QFT) with differentiation and scaffolding in the classroom.
- Small group interventions aligned with curriculum objectives.
- Use of learning aids such as wobble cushions, pencil grips, and visual prompts.

Level 2 – Targeted Support Services

- Direct support from the Inclusion Team or learning support assistants.
- In-class or pull-out interventions for targeted learning areas.
- Individual Education Plans (IEPs) for students showing resistance to intervention.
- Access to internal or external speech and language therapists or occupational therapists.

Note: Support at Level 2 would not normally extend past 3 hours a week.

Level 3 – Individualised Support Services

- Modified curriculum plans and targeted interventions.
- Access to enrichment intervention sessions, in class support and in some cases, language exemption sessions. These can take place as small groups or 1:1 sessions.
- Regular review and monitoring of IEP goals.
- Access to internal or external speech and language therapists or occupational therapists.
- Collaborative planning between teachers, subject leads, and inclusion specialists.

Note: Support at Level 3 would not normally extend past 4 hours per week

Level 3+ – Supplementary Support Services

- One-on-one support through an Individual Learning Support Assistant (ILSA), funded by parents.
- A memorandum of understanding would be issued in accordance with the Dubai Inclusive Education Policy Framework (2017)
- Access to external specialists when necessary.
- Regular supervision and training of ILSAs by the Inclusion Team.

Standard School Service

At Victory Heights Primary School, the standard school service is designed to meet the diverse needs of all children through a collaborative and inclusive approach, in line with the Graduated System Response. Our dedicated and experienced team works together to provide comprehensive support:

Leadership and Key Personnel

- **Inclusion Board of Governor:** Jolene Palmer
- **Director of Inclusion:** Michelle Choytooa, an experienced leader overseeing the strategic and operational aspects of the school's inclusion programme.
- **Inclusion Support Teachers:** Belinda Sahin and Charlotte Cross
- **Inclusion Learning Support Assistants (LSAs):** Judth Ahljah and Ifedayo Aremu
- **Pastoral Lead:** Hayley Stewart, ensuring the emotional and social well-being of all children through tailored support and pastoral care.

Leadership Collaboration

- Full inclusion involvement with the **Principal and Primary Leadership Team (PLT):** Ben Rothwell, Rob McCall, Danielle Duffy, Charlotte Brookson, Natilie Doidge, Mirna Hamie, and Reehan Kamamji. This collaborative leadership ensures that inclusive practices are embedded across all aspects of the school's operations.

In-School Support

Victory Heights Primary School provides a comprehensive range of direct and indirect support, ensuring that every child has access to the resources and expertise needed to thrive academically, socially, and emotionally.

Direct Support

Our direct support strategies are designed to address the individual needs of students within the classroom and through targeted interventions:

- **Quality First Teaching (QFT):**
A well-scaffolded curriculum tailored to meet the diverse needs of all children, ensuring inclusivity within classroom instruction.
- **In-Class Support:**
Inclusion teachers and learning support assistants (LSAs) work collaboratively to provide tailored assistance during lessons, promoting active participation and success.
- **Small Group Enrichment Sessions:**
Targeted sessions, delivered through both push-in and pull-out models, focusing on academic support, social development, and pastoral care.
- **Graduated System of Support:**
Support provided according to the needs outlined in Levels 1, 2, 3, and 3+, ensuring flexibility in the intensity of intervention based on progress and assessment.
- **Ongoing Assessment Cycle:**
Regular use of the Assess, Plan, Do, Review model to monitor progress, adapt interventions, and maintain a targeted approach.
- **Incorporation of IEP Targets:**
Individual Education Plan (IEP) goals and strategies are embedded into weekly planning and teaching to ensure consistency and measurable progress.

Indirect Support

Indirect support complements direct interventions by creating a structured, inclusive, and well-monitored learning environment:

- **Personalised Modifications:**
Learning activities, assessments, and teaching methods are adapted to align with each child's strengths and challenges, promoting successful outcomes.
- **Leadership Collaboration:**
Weekly meetings between the Principal and Head of Inclusion ensure alignment and address any emerging needs for Students of Determination.
- **Pupil Progress Monitoring:**
Twice-yearly progress meetings and half-termly data reviews involving class teachers, year leaders, and subject leaders to track and optimise student performance.

- **Personal Emergency Evacuation Plans (PEEPs):**
PEEPs are developed and regularly reviewed to ensure student safety in case of emergencies, with staff trained on their implementation.
- **Risk Assessments:**
Comprehensive risk assessments are conducted to identify and mitigate potential hazards for students of determination.
- **Learning Walks:**
Focused observations by the Head of Inclusion, year leaders, and PLT to assess the effectiveness of inclusive practices and identify areas for improvement.
- **IEP Monitoring and Updates:**
Regular updates to IEPs, with progress reviewed 2-3 times per term to ensure that targets remain relevant and effective.
- **Collaboration with External Specialists:**
Ongoing communication and coordination with external therapists and specialists to support students with specific needs.
- **Pupil Passports:**
Key information, accommodations, and strategies are documented in pupil passports, shared with all staff working with the child to maintain a consistent approach.
- **Weekly ILSA Planning and Training:**
Individual Learning Support Assistant (ILSA) plans are collaboratively created, reviewed, and refined to ensure alignment with the child's needs. ILSAs receive ongoing supervision and training from the inclusion team to uphold best practices.

By integrating direct and indirect support, VHPS ensures that each child is provided with the right level of intervention, fostering independence, resilience, and success in their learning journey.

Parental Involvement

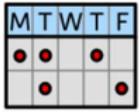
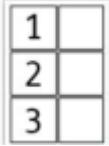
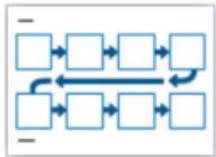
At VHPS, we believe that parents play a crucial role in the success of their children's inclusion journey. By fostering strong home-school partnerships, we ensure that families are actively engaged and empowered to support their child's development.

Our collaborative approach includes:

- **Regular Communication and Progress Reviews:**
 - Ongoing progress meetings and formal reviews of Individual Education Plans (IEPs) to keep parents informed and involved in their child's progress.
- **Workshops and Training:**
 - Practical workshops and training sessions designed to help parents support their child's learning and emotional well-being at home.
- **Dedicated Communication Channels:**
 - Inclusion broadcast groups to provide updates, share helpful resources, and communicate key information efficiently.
- **Collaborative Target Setting:**
 - Joint involvement in setting and reviewing personalised learning goals, ensuring that parent feedback is incorporated and valued in every stage of the process.

This holistic partnership creates a supportive network where children benefit from consistency and shared expectations across both home and school.

Quality First Teaching Inclusive Provision

Strategy	How it supports children	What it looks like
<p>Clear, consistent routines</p> 	<p>Predictability reduces anxiety, supports executive functioning, and helps children feel safe and ready to learn.</p>	<ul style="list-style-type: none"> • Visual timetable displayed and referred to throughout the day • Consistent start-of-lesson routines • Clear transitions with countdowns or signals such as timers
<p>Chunking instructions</p> 	<p>Reduces cognitive load, supports working memory, and helps children who struggle with processing.</p>	<ul style="list-style-type: none"> • One instruction at a time • "First... then..." language • Task board/ now, next boards • Checking understanding before moving on
<p>Visual supports</p> 	<p>Makes learning accessible for all children including those with language, attention, or processing needs.</p>	<ul style="list-style-type: none"> • Visual cues for behaviour expectations • Word banks, diagrams, labelled resources • Visual steps for tasks (e.g., "1. Write name, 2. Draw diagram...") • Task boards
<p>Flexible grouping</p> 	<p>Allows children to work at the right level of challenge and reduces stigma around support.</p>	<ul style="list-style-type: none"> • Mixed-ability groups for discussion • Targeted groups for specific skills • Children moving fluidly between groups
<p>Modelling and scaffolding</p> 	<p>Makes thinking visible and supports children who need structure to begin tasks.</p>	<ul style="list-style-type: none"> • Teacher modelling writing, problem-solving, or reading strategies (metacognition) • Sentence starters, writing frames, worked examples (WAGOLL) • Gradual release: I do → We do → You do
<p>Positive behaviour supports</p> 	<p>Promotes emotional regulation and creates a calm, safe learning environment.</p>	<ul style="list-style-type: none"> • Clear expectations phrased positively • Praise that is specific ("I like how you...") • Calm, predictable responses to behaviour • Visual system (eg. Class Dojo)
<p>Sensory- friendly classroom</p> 	<p>Reduces sensory overload and supports children with attention, sensory processing, or anxiety.</p>	<ul style="list-style-type: none"> • Quiet spaces or calm corners • Reduced visual clutter • Access to sensory tools (e.g., fiddle toys, ear defenders, wobble cushion, tactile tools)

<p>Pre teaching and overlearning</p> 	<p>Builds confidence and ensures children have the foundations needed to access whole-class learning.</p>	<ul style="list-style-type: none"> • Key vocabulary introduced before lessons (with visual supports) • Repeated practice of core skills • Quick pre-lesson check-ins
<p>Adaptive teaching</p> 	<p>Ensures all children access the same curriculum but with adjustments that meet their needs.</p>	<ul style="list-style-type: none"> • Adjusted task length or complexity • Alternative ways to record (typing, drawing, voice notes, speech to text) • Use of manipulatives or concrete resources • Alternative resources for supporting access to work (pencil grips, visual overlays, writing slant)
<p>Zones of regulation</p> 	<p>Helps children understand and regulate emotions, strengthening relationships and readiness to learn.</p>	<ul style="list-style-type: none"> • Validating feelings (“I can see you’re frustrated...”) • Zones of regulation guidance • Co-regulation strategies • Calm, attuned adult responses

Resources and Assessments

At VHPS, we ensure that all students, including Students of Determination, have access to the necessary resources to support their learning and development. In line with KHDA regulations (Article 13 (19)), we provide essential devices, equipment, furniture, and supplies to meet educational needs.

The following resources, including but not limited to, are available to the Inclusion Team and classroom teachers:

Literacy and Numeracy Support

- Toe by Toe, Beat Dyslexia, and SNIP Literacy Programmes
- Plus 1 and Power of 2 (numeracy development)

Social, Emotional, and Behavioural Support

- Zones of Regulation
- Social Stories and Social Detective resources
- Lego Therapy for collaborative play and problem-solving

Assistive Technology and Online Tools

- Widgit (symbol-based support)
- TT Rockstars,

Sensory and Physical Resources

- Move n Sit cushions, fidgets, and stress relievers
- Ear defenders, sloping boards, and theraband
- Pencil grips and weighted lap pads

Training and Support

- Ongoing staff training is provided by in-house experts and external specialists to ensure effective resource use.
- Collaborative planning between the Inclusion Team and teachers ensures that these resources are integrated into personalised learning and targeted interventions.

Assessments, Screening and Diagnostic Testing

Among the resources currently available are:

- NGRT (New Non-reading intelligence test (Age 6:2 – 11:10)).
- Salford Sentence Reading Test (Ages 6-10 and 8-13)..
- Beery Visual Motor and Integration Test.
- Sensory Profile.
- Phonological Assessment Battery -2
- York Assessment for Reading and Comprehension (YARC)
- Wellcomm screener (0-11 years)
- The Belford Picture Vocabulary Screen – 3
- Sandwell Early Numeracy Test KS1 (Ages 4 – 7:11)
- Sandwell Early Numeracy Test KS2/3 (Ages 7+)
- Emotional Literacy Assessment and Intervention (Ages 7 – 11)
- Visual Stress Assessment (VISS)
- Comprehensive Test of Phonological Processing (CTOPP - 2)
- Wechsler Individual Achievement Tests for Teachers (WIAT III - T)
- Cognitive abilities test (CAT4) Year 4 - 6
- The Developmental Test of Visual Perception 3 (DTVP-3)

Monitoring and Compliance

The implementation and effectiveness of this policy will be monitored regularly in line with the Policy Review Policy. Updates and changes will be documented in the Version Control Table to ensure transparency and continuous improvement.

Version Control Table

Policy Title: Inclusion Policy

Policy Owner: Director of Inclusion

Last Approved By: Primary Leadership Team

Version Number	Date Approved	Approved By	Changes Made	Next Review Date
1.0	January 2026	PLT	Initial policy release (2026 re-write)	August 2026