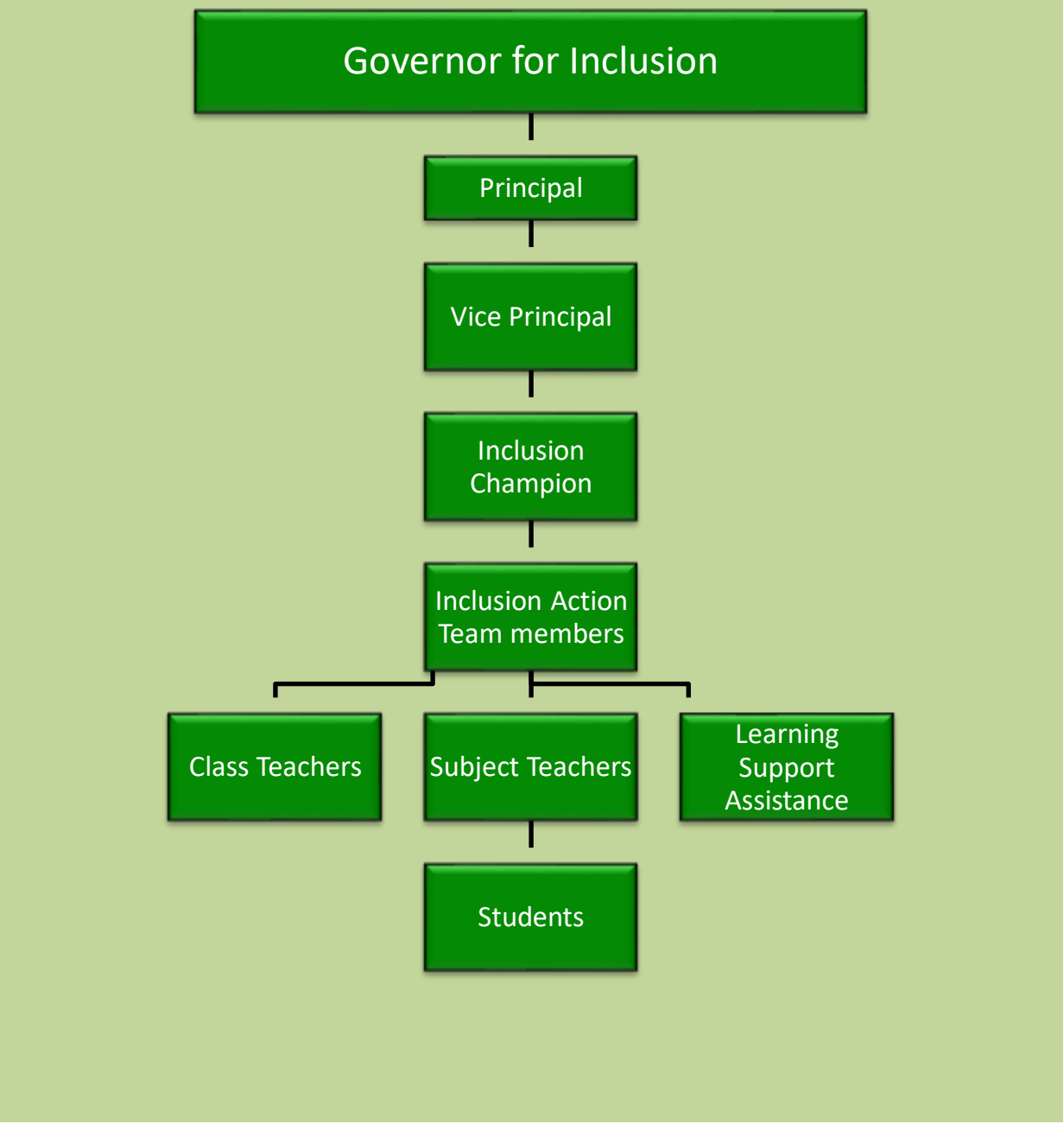
Inclusion Policy

2026-2027

Date of review	**March 2026**
Date of next review	**March 2027**
Reviewed by	**Board Member, Principal, Inclusion Champion**

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ORGANOGRAM



*Volunteers will include teachers, parents, students, and external professionals. (Phase Leads are also part of the discussion as per requirement)

1) Vision

As an inclusive school, Pakistan Educational Academy (PEA) believes that every child is unique and has different needs. Our aim is to provide an **inclusive learning environment** where all groups of students can become **responsible, creative, innovative, and life-long learners.**

2) Mission

Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging, and appropriately challenging learning environment. Their personal, social, emotional, and academic needs are fully met within such a setting where all children will be given an equal chance to learn, improve and thrive.

3) Rationale & Objectives

Every person has the ability to become a positive contributor to society regardless of intellectual, physical, or social background. Ensuring the provision of quality education for students of determination has always been a central feature of our work. As an inclusive educational institution, Pakistan Educational Academy (PEA) guarantees the rights and protection in health, education, work entrepreneurship, and public services for students who need special attention to excel.

The inclusion policy is aimed at creating general provisions of education for determined, Gifted & Talented and EAL students. Pakistan Educational Academy seeks to address the needs of students who require special assistance with an aim to provide the guidelines despite their limited capacities with an aim to make them positive contributors to society.

Our Objectives are to ensure that the curriculum is tailored to the needs of each child and that it extends to meet their experience. To meet the special educational needs of our children at Pakistan Educational Academy, we must:

- Ensure that Students of Determination (SODs), Gifted and Talented (G & T) and EAL students are identified as early as possible and are fully integrated into the classroom.
- Promote the all-around development and self-esteem of children, keeping with the ethos of the school's inclusion policy, which seeks to create a warm and nurturing environment where all children feel valued and are encouraged to reach their full potential.
- Be proactive in removing barriers to learning in diverse student populations by adapting and modifying curricula, teaching, and learning strategies
- Identify roles and responsibilities of all staff to work with SODs, G & T, EAL students and other underprivileged groups.
- Ensure that all staff, are provided with support and opportunities to develop their professional knowledge to work with such students.
- Prevent marginalization and discrimination in education. Maintain good working relationships with parents and outside agencies to ensure adequate provision for the determined ones and other underprivileged groups.
- Inform and involve the parents of SOD's, G&T and EAL students to maximize the impact of support.

- ❖ Provide ongoing training for all staff working with SOD's, G&T & other underprivileged groups.
- ❖ Ensure safe environment for SOD's by providing necessary training to non-teaching staff

4) Legislation and 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.
- 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.
- 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)

5) Role & Responsibilities

The staff at Pakistan Educational Academy will ensure that learners with needs have access to the vast array of activities on offer, so far as is reasonably practicable. The Inclusion Department, the Senior Leadership Team and other teaching and support staff will work closely with each other, with parents, with learners and with external agencies to support the needs of individual learners.

a) Role of Governing Body/Governor.

The governor for inclusive education should be committed to developing the knowledge, understanding, and skills required to provide effective support and challenge to the school as it progresses towards realizing a vision of inclusion in practice. This will include supporting the governing board to:

- Set strategic direction through a clearly-stated inclusive vision and ethos

- Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- Allocate financial investment to ensure that targeted plans are sufficiently resourced
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.
- Continually monitored, evaluated, and reviewed the quality of Inclusion.

b) Role of Principal

Strong leadership is a critical factor in generating inclusive schools. School principals play a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. Consequently, it is important that they develop a comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across their school. The principal, in partnership with the inclusion support team will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Conduct a school-wide review of current practice to highlight examples of best practices to grow further, and to identify areas that require targeted improvement
- Develop and implement a comprehensive and strategic inclusive education improvement plan
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Provide an annual programme of continued professional development for all staff at all levels across the school
- Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- Ensure that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

c) Inclusion Champion.

Each school's nominated inclusion champion has been identified as a key advocate for the inclusion of students of determination. The inclusion champion should be a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education. The inclusion champion plays an important role in:

- Promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- Providing the motivation and support required for improvement over time.

- Overseeing the day-today operation of the Inclusion policy
- Liaison with parents and other professionals in respect of special needs children
- Facilitate on-going professional developments and workshops to equip all staff members with the proper training in order to accommodate students with special needs. Ensuring that appropriate Individual Provision Plans are in place, that relevant background information about TDOs & G&T students are collected, recorded and updated
- Liaising with external agencies including the LEA's and educational psychology services, health and social services, and voluntary bodies.
- Instigates and coordinates the formulation of Inclusion policy.

d) Phase Leads / Heads of Departments. It is the responsibility of Section Heads and Head of Departments to make their staff aware of pupils with special needs in their classes and to ensure the delivery by their staff of an appropriate and adequately differentiated curriculum adapted according to the needs of the pupils. They should ensure appropriate allocation of resources for Special Educational Needs and make requests to inclusion support team to facilitate. It is the responsibility of the head of faculty/department to ensure Individual Provision Plans (IPP) is allocated to relevant staff and to oversee the administration of the extra provision.

e) Learning Support Teacher. The Inclusive Education Action Team consists of qualified professionals and other school personnel from different departments. They take full charge in implementing the policy from start to finish and are also responsible for gathering data for evaluating the program, and providing in-class and out-class assistance to students when needed.

f) Role of Class Teachers

Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom. They may be the first to raise a concern about potential learning difficulties in their students. It's important that teachers continuously develop their confidence, willingness, knowledge and skills to provide learning opportunities to their students of determination on an equal basis to others. The classroom teachers' duties involve working with a collaborative team including parents, support teachers, teaching support assistants (LSAs), and specialists. They need to be open to continuous self-development to enhance their inclusive teaching competencies. Their main roles include:

- Assessing, evaluating, and reporting on students' progress
- providing a safe, welcoming, and motivating environment for learning
- working closely and in parallel with other professionals
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximize their students' achievement
- Taking part in the development of the IEP and its progress review
- Implementing goals set in the IEP

- Managing information about students and communicating this information to parents and other relevant personnel
- Supervising and coordinating work with the LSAs
- Promoting student interactions with their peers

g) The Role of the Learning Support Assistant

The effective learning support assistant (LSA) has an important impact on the development of inclusive classrooms for students of determination. In Dubai, the LSA replaces the former 'shadow teacher. LSAs should have access to ongoing professional development to ensure that they are fully effective in their roles. An effective LSA provides a 'bridge' of support to students, helping them achieve what they are capable of without creating dependency. The development of independence in all aspects of school life is a key part of the role, and includes allowing a student to make mistakes and to look for their own ways to solve problems. The specific responsibilities will differ according to the individual context of each LSA, but will include:

- Providing individual support to a specific student
- Promoting access to targeted support outside of the classroom
- working on differentiated activities with groups of students
- Liaising with the leader of provision for students of determination
- Developing social/emotional skills
- working with teachers to monitor the progress of students
- Supporting intervention or therapy sessions.

h) **Parents**. Equally important is the support from the parents. The task of educating the child does not rely on the teacher alone, but also parents' cooperation is needed. Parents are expected to provide the school with copies of all medical, psychological or educational assessments /report on entry to the school. Failure to disclose any such information, including the deliberate withholding of information, may result in a great hurdle for making the expected progress in school.

i) **Professional Partnerships**. School leaders at all levels should develop links with other education providers to support the exchange of expertise and knowledge. The effectiveness of these collaborative partnerships should be guided by common interests and a clear focus on inclusive education. A key example is to work together to ensure the smooth transition of students as they progress through their educational experiences. Underdeveloped systems of transition to, within and from schools present significant barriers to the educational inclusion of students of determination. Consequently, inclusive schools are expected to engage in wider networking and collaborative relationships, such as:

- Early intervention and centres for students of determination– to facilitate the transition of students into inclusive schools
- Tertiary and higher education providers – to ensure that students of determination have the opportunity to access further academic study
- Vocational and alternative learning programmes – to enable students with specific profiles of ability to engage with functional, relevant and meaningful learning pathways

- Therapy and medical centres – to facilitate the use of specialist approaches and therapeutic strategies within classroom settings and by classroom teachers.

6) Categories for Student od determination

Our school provides additional and/or different provision for students of determination across a range of needs, in line with the KHDA categorisation system and the UAE Unified National Classification of Disabilities. These include:

1. Categorisation for Students with a Formal Diagnosis.
    1. Intellectual disability
    2. Communication and Interaction
    3. Autism Spectrum Disorder.
    4. ADHD
    5. Psycho-Emotional Disorder
    6. Specific Learning Disorder
    7. Visual Impairment
    8. Hearing Impairment
    9. Deaf-Blind Disability
    10. Multiple Disability
2. Categorisation for Identified Students (Barrier Identification)
    1. Thinking and Learning Need
    2. Communication and speech needs
    3. Social Communication and Interaction Needs
    4. Attention and Focus Needs
    5. Social, emotional and behavioural needs
    6. Learning Difficulties in specific skills
    7. Vision Needs
    8. Hearing Needs
    9. Physical and Movement needs
    10. Multiple and complex Needs

7) Referral Procedure

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. It would take the collaborative efforts of many people to successfully meet the needs of a special child. The following are the persons and Departments who will take on various roles in the program.

The following guidelines will be followed for identifying students with special needs:

a. Teachers fill out referral forms that specify the area of concern (physical, behavioral, medical, etc.) and give background information/observations of the child's condition.

b. Inclusive support team evaluates the referral and conducts/obtains the following to confirm the teachers' observed conditions:

    (1) Interview/Informal assessment

    (2) Classroom observation

    (3) Feedback from other teachers

c. CAT 4 test and other checklists (baseline information chart etc) are also used for identification.

d. Concerned teachers are informed of the child's case and given basic information on how to deal with the condition. Planned courses of action on how to help the child are relayed to them.

e. If the child manifests signs or symptoms of a special needs condition, an inclusive support team along with the teacher (who gave referral) schedule a meeting with the child's parents to recommend formal assessment, parents will be informed of the observed condition and the provisions that the school can undertake to assist the child.

f. Inclusive Support Team follows up progress of the child. Updates are relayed to parents to make them aware of how their child is progressing.

Level of Support.

Effective procedures to assess and identify a student's special educational need is essential to inform provision to lower barriers to learning. The diversity of needs experienced by students of determination requires a graduated approach to intervention. Such provision will include:

- **Level 1**: high-quality teaching where teachers accommodate individual differences in ability, learning style, and behaviour, through effectively differentiated classroom practice.
- **Level 2**: personal support and/or curriculum modification to enable a student to Engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring.
- **Level 3:** Individualized programs to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from the provision required to meet the needs of most of the students within the school, and is likely to include the use of specialist approaches, intervention or support services.

8) Gifted and Talented Policy

The term "gifted" refers to learners who perform, or who are potentially able to perform, extremely high in one or more subjects in the statutory school curriculum (other than art, and PE). The term "talented" refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE, or performing arts.

a) **Aim**. Being an inclusive school, our aim is to recognize, identify, challenge, and stimulate our gifted and talented learners by developing and implementing enrichment plans.

b) **Assessment for identification**

Tier 1.CAT4 Assessment: students who are at Stanine 9 are identified as Gifted.

Tier 2. Teacher nomination, professional judgment based upon sustained performance over a period of time.

Tier 3. With the increase in International Testing, and high-quality feedback received, this information will be used to triangulate school judgments and potentially identify Gifted Students.

c) **Talented students** Class teacher, staff, parent, and peer nominations can be received for sport, music, design or creative and performing arts. Staff members and Heads of Department may nominate a student for talented programme.

d) **Strategies and Planning**

- Develop and implement Advanced Learning Plans (ALP) for Gifted and talented learners.
- Planning a variety of extension and enrichment activities.
- Setting differentiation through pace, task, dialogue, support, outcome, resource, content, and/or responsibility.
- Participation in special competitions.
- Updating and reviewing the information record of gifted and talented students and monitoring their progress.
- Ensuring liaison with parents where necessary.
- Keeping up to date with current practice and disseminating to staff.
- Enrichment sessions during the school day.

9) English as an Addition Language (EAL) Policy & Procedures

The English department aspires to develop a learning environment where all students make progress in the English language as measured above the curriculum standards and develop English language proficiency to speak, read and write confidently in their studies that would help them understand the environment and find better job opportunities.

a) **Identification of EAL Students**

Students will be entered into the EAL program if they belong to one of the following categories:

a. NGRT Assessments
b. If the student's Verbal Stanine is 1 or 2 on a CAT 4.
c. If the student is nominated by the teacher through a referral procedure.
d. SALFORD reading & spelling test.

b) **EAL Program Approach**

Grades 1-5	**Grades 6 & 7**	**Grades 8-10**	**Grades 11 & 12**
Inclusion Approach	**Inclusion Approach**	**Case-by-Case Approach**	**Case-by-Case Approach**
Homeroom in charge of their peers' English learners	Subject teachers provide support in the mainstream class.	Depending on the learner's level.	Depending on the learner's level.

c) Students will be supported as follows:
   a. **Tier 1** – Students who have low needs for EAL support – in-class support
   b. **Tier 2** – Students who have medium needs for EAL support – in-class support with few pull-out sessions.
   c. **Tier 3 –** Students who have high needs for EAL support – pull-out sessions with an Individual Learning Plan (ILP).

d) **Assessments and Monitoring**. EAL program adopts the triangulation of assessment method at the center of which is learning. Triangulation process aims at boosting learning in a very systematic way. The EAL Coordinator will monitor student progress, regularly, in cooperation with classroom/subject area teachers by:

- Collecting progress data through benchmarked monitoring tools.
- Teacher will maintain data through observation checklists tied to proficiency levels.
- Meetings will take every 2 months to monitor and review student progress and include discussions between the EAL Coordinator, Support teachers and Classroom Teacher.
- The EAL Coordinator will maintain an updated list of monitored students. This list will be made available to faculty.

e) **EAL Staff Deployment**. The School has an EAL Support Team consisting of:
   a. School Principal
   b. EAL Coordinator
   c. Head of Inclusion
   d. Head of English Department
   e. Support Teacher/s
   f. English Teacher/s
   g. Parents

f) **EAL Professional Development**. Every teacher is a language teacher, and we all assume responsibility for the education of our English Language Learners. To support the teaching staff, EAL Coordinator will:
   a. Arrange workshops on a range of EAL-related topics such as language acquisition research, stages of language acquisition, and acculturation.
   b. Support classroom teachers with strategies for EAL differentiation.
   c. Set student goals with classroom teachers.
   d. Help find materials for in-class support.

g) **Exit Protocol from EAL Program** EAL student performance and work are evaluated by the EAL Coordinator, the classroom/subject area teachers, and the Subject TLCs to determine whether the student demonstrates adequate English proficiency. Releases are only possible at the end of each academic year for all phases. When a student is released from the EAL program, documentation of the exit date will be included in the student file in the form of a parent letter. All released EAL students must be monitored for two years to ensure they meet standards as measured by content assessments.

10) Admission Policy. At Pakistan Educational Academy, we warmly welcome all students including determined ones. The school believes that the admission criteria should not discriminate against the determined students. All students will undergo placement testing and the school needs to be aware of any Student of determination (SODs) upon application.

a) Mission It is our aim to promote inclusion so that determined ones can achieve their full learning potential through access to a broad, balanced, creative, and challenging curriculum and a wide variety of opportunities and experiences. It is the entire school's responsibility to meet the needs of determined students.

- All placements are subject to the availability of seats.
- The admission in charge receives all necessary documentation (updated medical, educational, or psychological assessment report).
- Sibling priority should be given at the time of admission for SODS.
- Head of Inclusion will take a session to assess the children.
- In case any medical condition exists, the case is referred to the school medical officer for expert opinion.
- The inclusion champion also speaks briefly with the parents after the assessment and reviews the questionnaire that parents fill out regarding the specific learning needs of their child.
- Inclusion champion assesses the student and makes a recommendation for placement in school.
- Section head will then review the application and makes a recommendation for placement of the student in his/ her section.
- The application is then reviewed by the school Principal and final decision will be taken about whether approved or not.
- After the registrar consults with a respective staff member regarding class placement, the Inclusion department is informed by the admission's office.
- If the student has a specific learning need (identifying by CAT4 Test) that can be accommodated best in any one particular classroom, the inclusive support team or section head provide recommendations to the admissions In-charge.
- Inclusion support team, teacher and learning support assistance (as necessary) confer before the start date of the student in order to discuss any particulars in their file.
- If a student's file includes an IEP or other similar plan from a previous school, the inclusion support team reviews the document(s) and implements as many strategies as possible, while developing an IEP based on the documents provided.

b) **Rahhal Programme** Pakistan Educational Academy became a vital part of Rahhal Programme in 2021. Rahhal is a fully customizable platform that will help turn anyone, and any organization, into a learning provider. By providing a supportive regulatory environment, with the help of Rahhal program, PEA will enhance learning opportunities for all members of the community, whether they're children or adults, learners with special education need as well as those with special gifts and talents.

a. **Admission Policy for Rahhal Programme**

- The admission in charge receives all necessary documentation (updated medical, educational, or psychological assessment report) and refers the student to the inclusion department for further action.
- Inclusion champion will have a detailed meeting with the parents and observe the student.

- After assessing the documents, the under-considered case will be referred to the school clinic in case of medical issues for expert opinion.
- Section head will then review the application and make a recommendation for the accommodation of the student in his/ her section.
- The application is then forwarded to the school principal for review and approval.
- After getting approval from the Principal, the case will be forwarded to KHDA coordinator for further process.

11) Resources. The journey towards inclusion requires changes at many levels including; school facilities, equipment, teaching programmes, curriculum delivery methods and student assessment systems. However, much can be done to reduce the need for excessive levels of additional resources through optimizing current practice and through re-organizing and re-directing current resourcing levels. Key aspects for consideration will include:

a). Inclusion/learning support rooms, with essential resources to be used for students to enhance their skills

b. Construct an elevator in the boy wing for students with a physical disability.

c. Meeting the expected ratio of support teachers across the school; equivalent to one support teacher for every 200 students in the general student population (For example, a school of 2000 students would fund 10 support teachers)

d. Meeting the expected ratio of LSAs across the school; equivalent to at least one LSA for every 125 students in the general student population (For example, a school of 1250 students would fund 10 LSAs)

e Modified and accommodated lessons plans will be delivered in class and also accommodations in assessments will be done as per the requirement and students will be assessed on the basis of it.

f. Along with the modified syllabus, homework accommodations will be done according to the student's strengths and weaknesses.

g. The monitoring outcomes of SODS and G&T students will be mentioned in their reports card and monitoring forms. Evaluation will be done by section heads,HOD s and Inclusive Support Team.Graphs analysis will be done by Inclusive Support Team to see the progessing and weak areas of studnets to make progressive plans for SODs and reinforcement should be given to those students who showed progress and Gifted and Talented Students.

h. We, at PEA, welcome enthusiastic people to work as a volunteer for Inclusion department, they can be internal (teachers, students, or other staff members) or external (Parents, professionals, students, interns). Volunteers will be given proper guidance and training that how they will help and assist the TDOs and follow up to be recorded by the Inclusion department.

i. Parents will always be informed when an external agency becomes involved with their child. Regular liaison will be maintained with the following external agencies when required.

j. Inclusion Support Service

k. Psychological Services

l. Social Services

m. Health Services

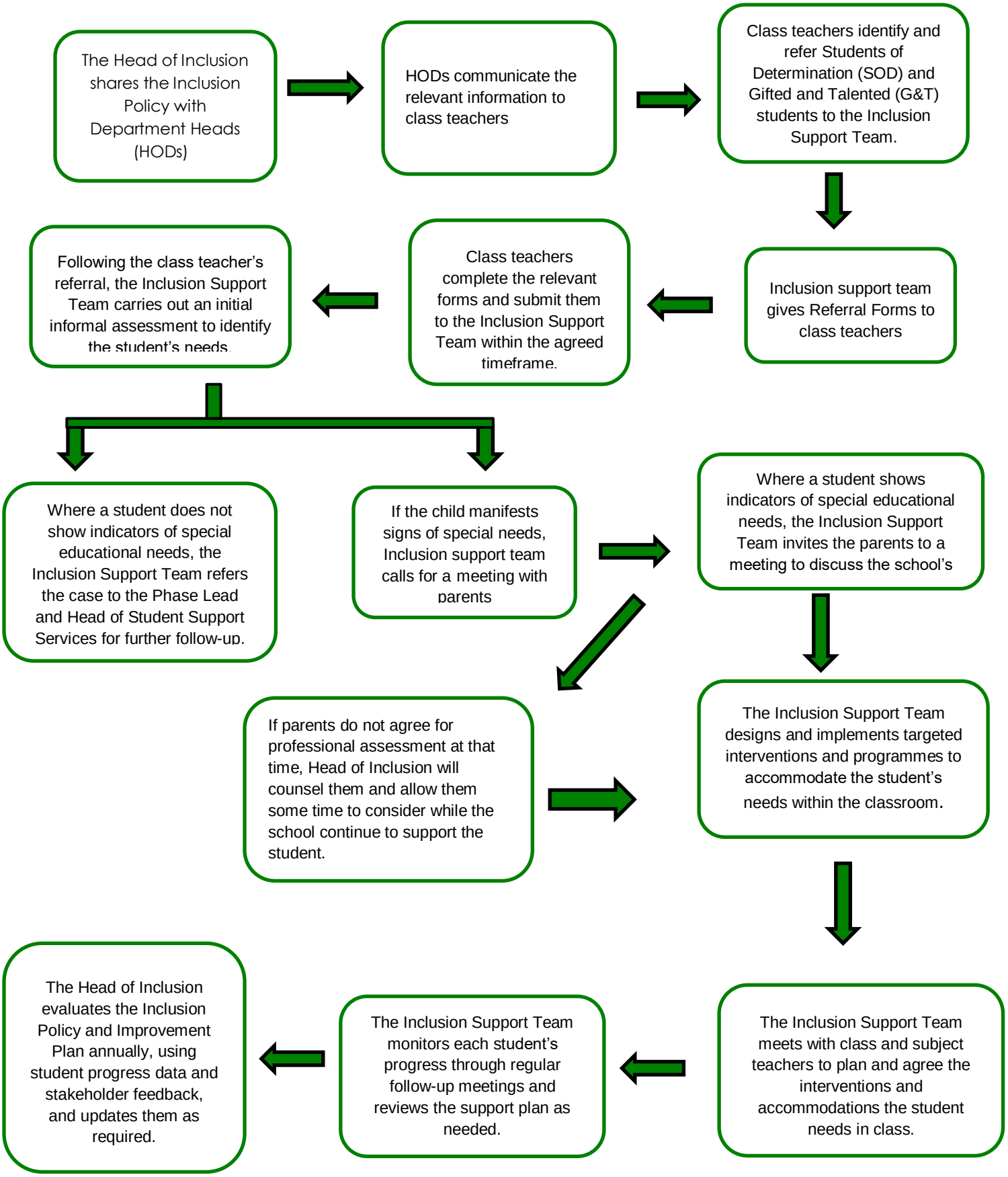
n. In-service training needs related to special educational needs will be identified by the Principal and inclusion champion in consultation with the staff and will be incorporated into the continuous development plan for staff.

12) Link with Other Policies. This policy links to our policies on:

a) Accessibility plan
b) Admissions policy
c) Behaviour policy
d) Anti-Bullying policy
e) Curriculum policy
f) English Learner Language policy
g) Supporting pupils with medical conditions
h) Safeguarding and Child Protection policy

Appendix A

Inclusion Program



Appendix B: Key Person

Designation	Name of Person
Inclusion Governor	Mr. Hassan Hokal
Head of Inclusion Department	Ms. Shamsa Akbar
Special Educators	Ms. Raheela Afsheen Ms. Farah Jabeen Ms. Zareen Zahid
ILSA	Ms. Noureen Abdullah Ms. Ms. Meesa Ms. Sadia Rizwan Ms. Lyn Ms. Adila Ms. Haifa
EAL Coordinator	Ms. Ayesha Mohsin Mr. Kashifullah
Guidance & Counsellor	Ms. Raheela Afsheen Ms. Shamsa Akbar
Teachers – Inclusion Champion	Ms. Zarmeen SLT Ms. Hajar Phase I Ms. Ruqiya Phase III Ms. Sadaf Arshad Phase III Ms. Ayesha Sultana Phase IV
Parents- Inclusion Champion	Ms. Farzeen Hassan
Students Inclusion Champion	Hooria Abdullah 4GB Ali Shanawar 5C Iqra Irfan Rao 7GA Muhammad Arham Ubaid 7A Talha Ahmad 12C
G & T Coordinator	Ms. Shamsa Akbar HODs

Appendix C: Categorisation System for Students of Determination

Table 1: Categorisation for students with a formal diagnosis		
Source: KHDA, Guide for Implementing the Categorisation System for Students of Determination		
Main diagnosed category	**Sub-category**	**Additional information**
1. Intellectual Disability	1.1 Intellectual Disability	Mild / Moderate / Severe
1. Intellectual Disability	1.2 Unspecified	Mild / Moderate / Severe
1. Intellectual Disability	1.3 Global Developmental Delay	n/a
1. Intellectual Disability	1.4 Neurocognitive Disorders	n/a
2. Communication Disorders	2.1 Language Disorders	Receptive / Expressive / Both receptive and expressive
2. Communication Disorders	2.2 Speech Sounds Disorder	n/a
2. Communication Disorders	2.3 Fluency Disorder	n/a
2. Communication Disorders	2.4 Social Communication Disorder	n/a
2. Communication Disorders	2.5 Unspecified Communication Disorder	n/a
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability	Level 1 / Level 2 / Level 3
3. Autism Spectrum Disorder	3.2 High Functioning Autism	Level 1 / Level 2 / Level 3
4. ADHD	4.1 Combined presentation	n/a
4. ADHD	4.2 Predominately Inattentive presentation	n/a
4. ADHD	4.3 Predominantly Hyperactive/Impulsive	n/a
5. Psycho-Emotional Disorders	(no sub-categories; select from the list)	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	n/a
6. Specific Learning Difficulties	6.2 Dysgraphia	n/a
6. Specific Learning Difficulties	6.3 Dyscalculia	n/a
6. Specific Learning Difficulties	6.4 Scholastic Skills	n/a
7. Visual Impairment	7.1 Total Blindness	n/a
7. Visual Impairment	7.2 Partially Sighted	n/a
7. Visual Impairment	7.3 Low Vision	Mild / Moderate / Severe

8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels)	n/a
8. Hearing Impairment	8.2 Hearing Impairment (hearing loss from 26 to 90 decibels)	Mild / Moderate / Severe
9. Deaf-Blind Disability	9.1 Deaf-Blind	n/a
10. Physical Disability	(no sub-categories; select from the list)	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	n/a	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

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

Source: KHDA, Guide for Implementing the Categorisation System for Students of Determination

Main barrier	Barrier sub-category	Additional information
1. Thinking and Learning Needs	General learning needs across subjects	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)
1. Thinking and Learning Needs	Early developmental needs in more than one area (under age 5)	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)
1. Thinking and Learning Needs	Memory and thinking needs due to illness or injury	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	Understanding language / Using language / Both understanding and using language
2. Communication and Speech Needs	Difficulty making speech sounds clearly	
2. Communication and Speech Needs	Stammering or stuttering	

2. Communication and Speech Needs	Social use of language difficulties	
2. Communication and Speech Needs	Other or unclear speech and language needs	
3. Social Communication and Interaction Needs	n/a	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	
4. Attention and Focus Needs	Difficulties mainly with attention and focus	
4. Attention and Focus Needs	Difficulties mainly with high activity and impulsive behaviour	
5. Social, Emotional and Behavioural Needs	n/a	Low mood or sadness; Strong mood swings; Worry and anxiety; Difficulties after traumatic events; Repetitive or obsessive behaviours; Strong refusal or defiance; 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	
6. Learning Difficulties in Specific Skills	Writing difficulties	
6. Learning Difficulties in Specific Skills	Difficulties with maths and number skills	
6. Learning Difficulties in Specific Skills	General academic learning difficulties	
7. Vision Needs	Low vision	Some difficulty seeing details / Significant difficulty seeing clearly / Very limited visual clarity
8. Hearing Needs	Hearing loss	Some difficulty hearing sounds / Frequent difficulty following speech / Unable to hear most speech
9. Physical and Movement Needs		Movement and posture needs; Ongoing muscle weakness; Coordination and motor planning difficulties; Fragile or brittle bones; Ongoing joint problems; Missing or differently formed limbs; Loss of movement due to spinal injury; Bone or joint differences (e.g. curved spine, clubfoot); Other
10. Multiple and Complex Needs		Select 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 D: Legislation

Dubai Law 2014 (no. 2)	**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** **Concerning Protection of the rights of persons of determination in the Emirate of Dubai**
The National Project for Inclusion for People of Determination (2008)	**https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination**
The United Nations Convention on the Rights of Persons with Disabilities	**https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html**
The Dubai Universal Design Code (2017, Accessibility Code)	**https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf**
The Ministry of Education Strategic Plan 2017-2021	**https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021**
The Dubai Plan 2021	**https://www.dubaiplan2021.ae/dubai-plan-2021/**
Dubai Inclusive Education Policy Framework (2017)	**https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf**
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	**https://government.ae/information-and-services/education/education-for-people-with-special-needs**
The National Policy for Empowering People of Determination (2017)	**https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs**
Guide for Implementing the Categorisation System for Students of Determination	**https://web.khda.gov.ae/KHDA/media/KHDA/Logos/Guide_for_Implementing_the_KHDA_Categorisation_and_Support_for_SOD_En.pdf**