

INCLUSION POLICY

Introduced on: April 2022	Next Review – As required
Revised: March 2026	Implemented by – Principal

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1. LEGISLATION

1.1. This policy aims to ensure that The School is compliant with the terms of:

1.1.1. The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;

1.1.2. [UAE Federal Law 2 \(2015\) against Discrimination and Hatred](#);

The school's admission policy adheres to the stipulations of the;

1.2. Directives and Guidelines for Inclusive Education (DGIE) (Published January 2020)

1.3. Dubai Inclusive Education Policy Framework (DIEPF) (Published November 2017)

1.4. Implementing Inclusive Education: A Guide for Schools (IIE) (Published 2019)

1.5. Revised Categorization system for Students of Determination (Published 2025)

1.6. Advocating for Inclusive Education: A Guide for Parents (Published 2021)

1.7. Updated Guidelines for Admissions and Transfers (Published 2021)

1.8. External Benchmark Assessments Requirements for Academic Year 2022-23 (Published 2022)

1.9. Federal Law No 29 of 2006 concerning the Rights of People of Determination.

1.10. Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

1.11. UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai including;

<p>Article 4 Clause 14:</p>	<p>To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;</p>
<p>Article 13 Clause 16:</p>	<p>To 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;</p>
<p>Article 13 Clause 17:</p>	<p>To 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;</p>
<p>Article 13 Clause 19:</p>	<p>To 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;</p>
<p>Article 23 Clause 1:</p>	<p>To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;</p>

<p>Article 23 Clause 4:</p>	<p>To provide a special needs friendly environment and academic programs appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;</p>
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INCLUSION AND PROVISION FOR STUDENTS OF DETERMINATION

2. INCLUSION (OUR VISION, MISSION AND RATIONALE)

2.1. The ‘Revised Categorization Framework for Students of Determination (19-20)’ describes a Student of Determination as a student with long-term physical, mental, intellectual, or sensory differences which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age.

2.2. This policy sets out the school’s commitment to ‘People of Determination’ within the context of a mainstream curriculum.

2.3. The School has established a Vision for Inclusive Education which is in keeping with our **CORE VALUES**.

Our Vision is:

2.3.1. All learners belong here.

Our Mission is

2.3.2. Providing high quality differentiated learning opportunities to enable the acquisition of skills, knowledge, and concepts to attain their highest potential.

2.3.3. Enabling all students to become empathic and responsible members of local and global society.

2.3.4. Promoting an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.

Our Rationale is:

2.3.5. As a school, we believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality, or age. We aim for each student to achieve his academic potential and enjoy learning. Each student's needs are supported so that they may feel happy, confident, and valued. We aim to teach a broad range of subjects to a high standard. We aim to work in partnership with parents to achieve the best outcomes for the child and by supporting and providing development opportunities for our staff, work together as an effective team. We strive to overcome potential barriers to learning and assessment for individuals and groups of students.

3. LEADERSHIP AND ACCOUNTABILITY

3.1. The School is responsible for ensuring all staff that are recruited have the capacity to acquire the knowledge and skills required to operationalize the DIEPF.

3.2. The School is responsible for actively enabling People of Determination. These responsibilities are delegated by the School's Executive and Senior Leadership Team to appropriate representatives, particularly members of the Inclusion Department (IKIGAI).

3.3. Support for People of Determination is the duty of all stakeholders, including staff, students, and parents, with a specific focus on promoting equity and inclusion within the common learning environment.

3.4. Under these duties the school expects staff and students to work towards:

3.4.1. Establishing learning environments which encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally, and culturally.

3.4.2. Identifying and analysing potential discriminatory policies, practices, and procedures in all aspects of the school's activities;

3.4.3. Promoting equitable curricular and extra-curricular opportunities for People of Determination.

3.4.4. Eliminating unlawful discrimination (i.e., unjust treatment of distinct categories of people);

3.4.5. Involving People of Determination and/or their families in the formulation of actions at a personal and school-wide strategic level;

3.4.6. Identifying and implementing the necessary actions to meet the individual needs of People of Determination, through the Standard School Service where possible, or an Individualized Service Agreement where necessary.

3.5. The School has established an Inclusive Education Action Plan, which is developed in collaboration with, and overseen by, the Inclusive Education Support Team (see Appendix 1 – key personnel).

4. ADMISSIONS, PARTICIPATION AND EQUITY

4.1. JSS International School welcomes applications from People of Determination and values the diversity and positive contributions they bring to our School. We recognize the

widely researched benefits of inclusive education for all students, including the development of social skills, personal responsibility, self-esteem, improved levels of tolerance and a more accepting attitude towards human diversity – essential components for the achievement of a fully cohesive community.

4.2. In order to develop provision plans that will enable a student of determination to be enrolled at School:

4.2.1. Applicants should declare identified needs or disabilities at the time of application. Failure to do so is in breach of the KHDA parent contract and is likely to affect the student’s ability to make the expected progress.

4.2.2. Existing students should declare identified needs or disabilities that subsequently come to light at the earliest opportunity thereafter.

4.3. Information provided to the school is held in confidence and shared only with relevant colleagues within the School and KHDA.

4.4. If a prospective student has confirmed or suspected special educational needs or disabilities, the school will complete an internal ‘assessment of need,’ which may include an introduction to the IKIGAI department and, where necessary, consulting/working in partnership with external/specialized services (e.g., Educational Psychology, Speech, and Language Therapy). It is important to note that where a recommendation for external assessment is made, the intention is to identify strengths and challenges as well as evidenced based strategies to support successful entry into the school. Formal diagnosis is not a condition of enrolment.

4.5. The assessment of need will be used to determine the level and type of support each student would benefit from, in keeping with the Standard School Service. The school will facilitate this level of support via interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities

across all phases of schooling. We acknowledge the dynamic nature of each individual learner and as such, the level of support may be subject to change over time. Parents will be informed of the level of support which has been recommended and will continue to be part of the ongoing discussions to review and revise this over time.

4.6. If, upon completion of the assessment of need, the school believes that equitable access to a high-quality learning experience is not likely to be achieved within the Standard School Service, they may explore the option of having an i-LSA funded by parents.

4.7. On the rare occasion when a student of determination is denied enrolment or reenrolment, the KHDA's non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure. The school must declare and justify the reason(s) for non-admission, which may include (but are not limited to) inadequate infrastructure; limited curriculum modification options and alternative pathways; learning support staff are fully utilized within that year group/phase; insufficient specialist knowledge/staffing in the student's particular area of need; parents are unable or unwilling to pay the additional costs deemed necessary to cover individualized provisions for that student (beyond the Standard School Service). This must be completed and uploaded to the KHDA online portal within 2 working days of declining the admission (Updated Guidelines for Transfers and Admissions, 2021).

5. IDENTIFICATION

5.1. Information about groups of students, as well as individuals, is obtained through various whole school and individual screening and assessment procedures, and triangulated. Supplementary information may be obtained through classroom observations, parental contributions, and in some cases through collaboration with external specialists.

5.2. Our graduated system of support (GSS) is complimented by a continuum of identification processes, through ongoing cycles of action and reflection (i.e., response to intervention).

5.3. The IKIGAI Department is responsible for compiling and maintaining a working Register (updated after the revised categorization system 2025), which is used to inform curriculum planning, data analysis, staffing and deployment, departmental resourcing, learning support timetables, and the allocation of intervention hours to individuals or groups.

5.4. The working register consists of:

5.4.1. Students of Determination (Inclusion Register; ongoing):

- a) This is the only register which is shared with the KHDA. KHDA utilizes this information for the purposes of DSIB inspections. The standard of classroom differentiation, as well as the additional interventions and family support provided by the school and the IKIGAI team will be thoroughly evaluated, and quality assured during DSIB inspections. KHDA may contact families of students on this register as part of their evaluation process, to request feedback about their experiences. The information on the Inclusion register is held confidentially within KHDA and is not published or shared with outside parties.
- b) Internally, this register will ensure that all relevant staff have an accurate awareness of evidence-based strategies to enable these students to become happy, successful, and independent learners. When scrutinizing attainment and progress data, the progress, and outcomes of students on this register will receive additional attention from Senior Leadership. Should they feel that these students are not meeting their potential, additional guidance, resources, and support may be allocated to the class teacher and/or student as needed.

c) Students may be placed on the Inclusion register with or without an externally identified need, as below:

- **Without an external report:** Students may be assigned to this category in response to the internal identification procedures of a knowledgeable school team, who have evidence to support all the characteristics of a particular category of impairment, delay, or disorder. Identification of needs requires sensitivity and discretion, ensuring effective relationships with students and families. The school and parents agree that the student would be unlikely to achieve equitable access to the common learning environment and/or educational opportunities alongside their peers without some level of ongoing additional support, adaptations and/or monitoring (beyond one year).
- **With an external report:** If the student has an external specialist report which identifies a category of SEND in line with the KHDA's Revised Categorization Framework (2025), the student will be included on this register, irrespective of whether or not they require any additional support from the school at this time.

5.5. The IKIGAI team will refer to the KHDA Revised Categorization System for Students of Determination (2025) (See Appendix 2)

6. SUPPORT AND INTERVENTION

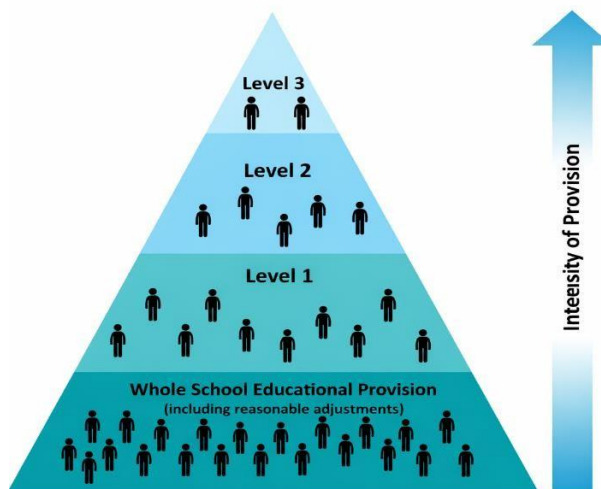
6.1. Levels of Support

6.1.1. Three Levels of Support have been prescribed by the Directives and Guidelines for Inclusive Education (KHDA, 2020) and reflect a common language and practice to be shared by all schools.

6.1.2. Support for students may include (but not be limited to):

- Developmental programs of support (prime areas of development)
- Academic programs of support
- Support for wellbeing to ensure personal and social needs of the student are well developed and catered for. This may include self-regulation, social success, emotional support, attitudes to school and self.
- Developing metacognition and self-management skills to support functional independence within and beyond the classroom.

6.1.3. Our Graduated Systems of Support operate as a funnel filtration system, with most students making adequate progress in response to Level 1 support. If students' needs are not adequately met at Level 1, they will filter down to Level 2 or 3, as part of the Standard School Service (see next section). Students may pass through these filters bi-directionally as their learning profile evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review).



6.2. Standard School Service

6.2.1. The Directives & Guidelines for Inclusive Education (DGIE; KHDA, 2020) state that schools must establish a transparent and sustainable Standard School Service, outlining the type and level of support all students can expect to access at school, in response to their individual needs. Although it will be of particular benefit to Students of Determination, this service is intended to raise attainment and improve participation and personal progress for all students.

6.2.2. While JSS International School has made a significant financial investment in developing a leading Standard School Service, the resources are not infinite. To ensure that our service makes the greatest impact across the whole school, we endeavor to regulate the number of direct intervention and/or classroom support hours our students benefit from through the Standard School Service. In doing so, we can ensure sustainable and equitable access tailored to the needs of different groups and preserve our capacity to serve and support all students.

Standard School Service offered at JSS International School

<p>Human Resources</p>	<ul style="list-style-type: none"> • Active engagement of the Senior Leadership Team • Trained and experienced learning support assistants deployed across classes/ in primary and kindergarten. • Strategic leader of provision for students of determination. • Qualified and experienced inclusion support teachers in the IKIGAI; • Qualified and experienced inclusion support assistants within the IKIGAI; • Qualified and experienced counselling and pastoral support staff; • Qualified and experienced Speech and Language Therapist (who contributes to Standard and Supplementary services); • Qualified and experienced Specialist Assessors who can conduct assessments and process applications for exam access arrangements;
	<ul style="list-style-type: none"> • Team Around the Child meetings, featuring some or all the above, can be called for Students of Determination accessing any level of support within the school, as required. For students benefiting from Level 3 support, these will be a standing arrangement, operating on a recurring cycle of approx. 8 weeks.
<p>Physical Resources</p>	<ul style="list-style-type: none"> • A range of appropriate and purposeful learning spaces (e.g., IKIGAI support class, sensory room, therapy room, counselling room). • A suite of standardized and/or computer-based screening and assessment tools to enable identification of learning needs and generation of personalized learning plans. • An evidence-based intervention programs and resources a substantial bank of large and small sensory resources and adapted seating options available to the classroom where it is needed. • Provision of additional learning equipment within and outside of the classroom (e.g., word mats; pencil grips) to facilitate and enrich the student’s learning;

<p>Specific Services for Students</p>	<p>Indirect (Background) Support</p> <ul style="list-style-type: none"> • Meeting with Senior Leaders will be held monthly basis to review the Inclusion Register (Pupil progress, concerns, recent development); • Active monitoring of classroom practice and pupil participation and progress in lessons; • Development, implementation, and review of an individual educational plan (L3), targeted support plan (L2), or classroom support plan (L1); • Support, advice, and guidance to the parents of the student; • Training, support and monitoring of teachers directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessment.
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	<ul style="list-style-type: none"> • Training, support, and guidance of the student's classroom peers (as appropriate); • Conducting a physical environmental scan and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities; • Planning, organizing, and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified); • Working with external specialist services (e.g., therapy, psychological consultants) to timetable, facilitate on-site assessment, and therapy sessions. • Guiding and supporting parents through parental engagement sessions and/or individualized meetings <p>Direct Support / Intervention</p> <ul style="list-style-type: none"> • Highly differentiated classroom lessons and practice; • Shared classroom support from school-funded Learning Support Assistants. LSAs are assigned to classrooms and/or year groups according to a set ratio, to facilitate a stimulating and productive learning environment for all students. The ratio changes as students move up through the school, to reflect the increased levels of independence expected; • A well-developed system of formal and informal assessments to identify needs and monitor progress; • In-house specialist assessor to facilitate exam access arrangements;
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	<ul style="list-style-type: none">• small group or 1:1 support session delivered by the IKIGAI, counselling team• Level 2 – typically not more than 1.5hrs, most often in a group.
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	<ul style="list-style-type: none"> • In Secondary, students at Level 2 and Level 3 will access interventions and/or learning support through Directed Studies and/or Prep sessions, facilitated by an inclusion support teacher and subject teachers.
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6.3. Supplementary Support Services

6.3.1. Whilst we anticipate that the needs of most Students of Determination will be met through our high-quality Standard School Service, in some circumstances enhanced provisions may be required. In such circumstances, parents and School would enter into an agreement to have a 1:1 LSA (Completely funded and employed by the parents)

6.3.2. Specialist Provision

- a) KHDA defines this as a type of specialist provision which is not accessible through the Standard School Service (e.g., Speech and Language Therapy, ABA Therapy).
- b) Access to additional, external therapy services may be brokered by JSS International School and facilitated on-site. However, the financial arrangements are made directly between parents and external service providers, and not through an Individualized Service Agreement with the School in this instance. JSSIS has no fiscal relationship with any external therapy services for Students of Determination.

6.3.3. Supplementary Support Hours

- a) All students benefit from shared access to a classroom assigned Learning Support Assistants. These ratios change as students move up through the school, to reflect the increasing level of independence expected of the cohort,

with the role of a classroom Learning Support Assistant fading out entirely as students move into higher grades.

- b) Supplementary Support (i.e., Level 3) is recommended when we feel that, to maximize participation and progress during lessons, a pupil would benefit from an enhanced level of support which is not available through the Standard School Service (without drawing from support offered to other students). It may be the case that a student requires individualized attention beyond the typically assigned ratios of shared classroom support, and/or that their need for continued classroom support extends further. By appointing and assigning an additional Learning Support Assistant to the child, we aim to reduce or remove barriers to learning, participation and engagement.
- c) Dedicated LSA support hours are recommended if, without the support from an appropriately trained additional adult in the classroom, the student (a) would find it difficult to participate and make good progress in some or all aspects of the curriculum/school life, (b) could pose a potential safety risk to themselves and/or others, (c) compromises the atmosphere for effective learning in the classroom, or (d) requires a level of support and attention from the class teacher or shared LSA which would directly impact the learning opportunities for other students in the class.
- d) Supplementary Support at Level 3 will be funded by the parents, keeping in mind the Memorandum of Understanding. This will ensure that the school can continue to operate a sustainable inclusive admissions policy, while preserving the quality of the Standard School Service on offer to all those who should benefit from it.
- e) It is important to note that the Supplementary Support Service is in addition to and not in lieu of the Standard School Service. Students will continue to

receive their entitlements through the Standard School Service, with any ‘top up support’ requirements being addressed through the Individualized Service Agreement.

- f) A termly review of Supplementary Support will be held to determine the impact and necessity of this support. Where all parties are in agreement, resource hours and associated fees may be adjusted to reflect the students’ increased independence in the classroom.

7. CURRICULUM AND QUALIFICATION PATHWAYS

7.1. It is our belief that all students should have access to a wide range of curriculum and qualification pathways which reflect our aspirational expectations for all learners.

7.2. Pathways may be tailored to provide highly motivating, engaging, and meaningful learning opportunities to students of all abilities.

7.3. Through consultation and collaboration between students, parents, and school staff, the most appropriate pathway will be identified for Students of Determination.

7.4. Bespoke curriculum and/or qualification options may include (but are not limited to):

- 7.4.1.** Reduced curriculum of study (e.g., languages exemption, reduced ICSE options);
- 7.4.2.** ASDAN qualifications in primary, middle, and secondary phase (in lieu of or addition to ICSE and ISC programs.)

8. ACCESS TO FAIR ASSESSMENT

8.1. The School is committed to equitable access to fair assessment, both internally and in the pursuit of formal qualifications, through the provision of Exam Accommodations.

8.1.1. The School is committed to equitable access to fair assessment, both internally and in the pursuit of formal qualifications, through the provision of Exam Access Arrangements.

8.1.2. We are committed to making appropriate adjustments, if required, to facilitate learners in completing the course/program (ICSE, ISC) as independently as possible. This would enable them to demonstrate what they have learned in an exam alongside their same aged peers.

8.1.3. Our staff is committed to creating a more accessible learning and assessment environment for all. We aim to identify, substantiate, and seek formal approval for any necessary exam access arrangements at the earliest stage.

8.1.4. Due to extent of a student experiencing SEND in one or more areas of learning, if traditional assessment frameworks are not accessible and /or do not provide meaningful or reliable information about a student's progress, a modified assessment framework can be implemented.

8.1.5. If a student with a learning difficulty, or disability calls for additional educational needs to be provided, the qualified assessor, along with parents and/or outside agencies will paint a picture of need to determine any condition or reason(s) affecting the student's scholastic potential.

8.1.6. Exam accommodation allows Students of Determination or those with temporary injuries to access the assessment show what they know and can do without changing the

demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual student without affecting the integrity of the assessment.

Request for access arrangement can be made to the examination board.

8.1.7. At Secondary, the School uses ICSE (10) and ISC (12) Boards examination and must comply with elements of CISCE board. and other international equality legislation to be a recognized Examination Board. Thus, the School will ensure that the students and staff at JSS International school have access to appropriately qualified specialist assessors who can facilitate the application for approved Exam Accommodation.

8.1.8. A student's eligibility for access arrangement (e.g., additional time, reader, scribe,) must be substantiated with documentary evidence to the board. The documents will be reviewed by an expert educational psychologist and accommodation will be provided as the board deems fit based on the documents provided.

8.2. If, due to the extent of a student's SEND in one or more areas of learning, traditional assessment frameworks are not accessible and/or do not provide meaningful or reliable information about a student's progress, a Modified assessment Framework can be implemented.

8.2.1. A student's annual progress and attainment may be measured and reported against a modified curriculum level (i.e., a developmentally appropriate curriculum level as opposed to the age-appropriate curriculum for that student's year group)

8.2.2. Parents must agree to a Modified Assessment Framework for their child before this can be implemented.

8.2.3. The details of the Modified Assessment Framework must be formally recorded in the child's Individual Education Plan (IEP) and evidence of the need / rational should be on file and available for inspection at any time.

8.2.4. The procedures for implementing a Modified Assessment Framework can be found in Appendix 4.

8.3. In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

8.3.1. Ensure the access to fair assessment provision in the Assessment Policy is understood and complied with by any staff and students involved in the assessment.

8.3.2. Promote equity in relation to the provision of the programs and courses of study on offer.

8.3.3. Promote equity in relation to all assessment(s) pertinent to the programs and courses offered by the school.

8.3.4. Adhere to all procedures and regulations regarding reasonable adjustments to assessment and special consideration available by the awarding bodies (e.g. ICSE, ISC).

8.3.5. Ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable.

8.3.6. Request permission for the implementation of specific adjustments from the awarding bodies where required.

8.3.7. Ensure appropriate technological equipment and/or appropriately trained assistant personnel, i.e., reader, scribe, practical assistant, etc.) is available for selected adjustments.

9. PARENTAL PARTNERSHIPS

9.1. Parents are key stakeholders in their child’s education and are invited to work as part of a transparent and collaborative partnership with the school, to support the best possible outcomes (personal, social, and educational) for their child. We have identified two parent representatives according to the KHDA directives 2019.

9.2. As a parent, you have comprehensive knowledge of your child’s developmental, educational, and medical history, and so it is essential that you are a key contributor in the initial identification process, whether that takes place before or after enrolment. It is the responsibility of the school to maintain open communication with you regarding planned assessments, as well as the outcome and interpretation of those assessments. It is important to note that the school is not in a position to ‘diagnose’ your child with a developmental delay, disorder or learning disability. However, we should refer to the KHDA Revised categorization Framework to make an internal note of what we believe the primary and secondary barriers to learning may be at this time.

9.3. If your child is benefitting from Support services from the school or has been identified as a Student of Determination accessing Level 2 or 3 support from the School, you can expect to receive information about the model and frequency of this support, as well as the person(s) who will be involved in delivering this support, and the intended outcomes of the same. In the case of an Individual Educational Plan (IEP), parents will be asked to actively contribute to the goalsetting process by working with teachers and external specialists (if relevant) to identify the key challenges being experienced by the student and agree on the most appropriate short-term targets and strategies to address these longer-term priorities.

9.4. Our team of classroom and learning support practitioners bring a wealth of training and experience to the school. However, there are limitations to the scope and extent of the support we can provide. At times we may request parental cooperation and support in the pursuit of specialist assessment, therapies, and/or additional classroom support for their child.

9.5. Open and ongoing channels of communication are key in maximizing pupil progress. Parents are encouraged to engage in ongoing dialogue with their child’s support team through various channels.

9.6. Additional information and guidance may be made available to parents through various parental engagement platforms (e.g., meetings, messages, emails, online meetings, school website, coffee mornings, information, or training sessions). Parents are directed to the KHDA publication “Advocating for Inclusive Education” (2021) via the school website.

9.7. Parent guide to understanding external assessments for Students of Determination (2025) is shared with the parents.

10. STAFF RECRUITMENT AND DEVELOPMENT

10.1. The School takes a proactive approach to recruiting, training, developing, and retaining staff that demonstrate inclusive values of pedagogy irrespective of any disabilities outlined in the definitions above. The school monitors self-declaration of disability at both application and appointment stage.

10.2. All leaders who conduct the annual review of their staff pay attention to the developmental needs of People of Determination together with discussing any reasonable adjustments which may be identified.

10.3. Similarly, the School will endeavor to make adjustments for the employees’ medical needs or potential employees to ensure that they are not disadvantaged. Adjustments may include:

10.3.1. Reallocation of duties;

10.3.2. Altering working hours;

10.3.3. Changing work location;

10.3.4. Consideration of other roles.

11. APPENDIX ONE – KEY PERSONNEL

JSSIS Key Personnel	
Inclusion Governor	Ms. Louise Dawson
Parent Representative	Mr Guruvayurppan
Student Representative	Mahi Srivastava
Inclusion Champion (Whole School)	Ms. Lata Nakra
Leader of Provision for Students of Determination (Head of Inclusion)	Ms. Shruti Patrikar
Inclusion Education Support Team (IEST)	Support Teachers – Ms. Usha Rani Ms. Bhavika Arora School Counselor- Ms. Sharon Jacob Ms. Maanasa Kirthivasan Learning Support Assistants – KG team – Ms. Arpita Bisoi

	Primary, Middle and Secondary – Ms. Rajini Kalappa Ms. Adi Jain Ms. Reena Daniel Ms. Prachi Potdar Ms. Prathima Shetty
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12. APPENDIX TWO - Categorisation System for Student of Determination for both diagnosed and identified needs is implemented by referring to the latest Guide for implementing categorization.

(2025)

13. APPENDIX THREE - PROCEDURE FOR EXAM ACCOMMODATION

13.1. Stage 1: During Primary at admissions, all students provide reports and documentation from previous schools alongside JSSIS entrance tests will help establish similar snapshot of potential cognitive abilities. Where a student presents with a learning difficulty, or disability which calls for accommodations or modifications to be provided, the qualified assessor, along with parents and/or outside agencies will paint a picture of the need to determine any condition or reason(s) affecting the student's scholastic potential. Parents are requested to divulge any historical report or investigation in order that the student's needs can be met in a timely manner. It should be noted that the school's students have access to appropriately qualified specialist assessors who can provide up-to-date standardized scores for a range of needs. They are not qualified to provide diagnosis, however.

13.2. Stage 2: The qualified specialist assessors communicate across school with teachers, phase leaders, subject HODs from the relevant phases to determine apparent or specific additional needs. Parents receive feedback, and new outside agency reports may be

requested. In-school assessment may take place to provide teachers with a picture of need and to determine appropriate exam accommodation for internal assessment. For Exam accommodation any provision must be the student's normal way of working, for which evidence over time is collated and the specialist assessor determines, with the student, the preferred way of working, Area of Need, Strategies and exam accommodation are logged on to the student's profile and in their IEP (if applicable).

13.3. Stage 3: Once evidence has been collated and evaluated, provisions are put in place to meet individual student needs. These usually follow the format indicated below:

13.3.1. Centre-delegated provision such as Rest Break, Individual Room should always be considered first as an appropriate arrangement. This arrangement is in place for a disabled candidate preventing him/her from being placed at significant disadvantage as a consequence of persistent and significant difficulties.

13.3.2. Where a student's needs are identified as being more pronounced the following Access Arrangements are deemed appropriate: additional time of 25%, and/or a Reader (when reading is not being assessed), and/or A Scribe

13.4. The School, as an examination centre, is obliged by the Examination Boards to collate relevant evidence that paints a picture of need.

13.4.1. For CISCE Examinations, all requests for Access Arrangements must be communicated to the CISCE Coordinator no later than September 10th and have the approval of the Principal. Relevant supporting documentation (e.g., educational reports, psychological reports etc.) must be submitted alongside any such Access Arrangements.

13.4.2. All Exam Accommodations are made before any assessment.

13.4.3. If Exam Accommodation is provided and the student and/or parent decline the provision a signed statement declaring why the provision is not acceptable will be kept with the specialist assessors' documentation.

13.4.4. Support for Temporary difficulty is permissible after seeking permission from the CISCE when supported by relevant documentation.

14. APPENDIX FOUR – PROCEDURES FOR MODIFIED ASSESSMENT FRAMEWORK

14.1. Students of Determination will undertake a series of standardised internal assessments, via the IKIGAI, to determine their current level of attainment. In accordance with KHDA External Benchmark Assessments Regulations (2022) a student will be considered eligible for a Modified Assessment Framework if:

14.1.1. The student benefits from high levels of personalised support (i.e. Level 3) in order to support their learning.

14.1.2. The student requires a modified curriculum and high levels of in class differentiation in the related subject in order to enable relevant and appropriately challenging engagement.

14.1.3. The parents of the student are in agreement and consent to the Modified Assessment Framework.

14.2. In all cases where a student is being considered for a Modified Assessment Framework:

14.2.1. Senior Leadership must have reviewed and agreed to the proposal.

14.2.2. An appropriate, alternative assessment tool should be used to ascertain progress and attainment.

14.2.3. Clear records of the above information should be maintained by the school.

14.3. The End of Year Report will indicate whether performance has been measured against “Age Related Expectations” or a “Modified Assessment Framework.” The details of the modified framework will be included in the child’s Individual Education Plan.

15. REVIEW OF THE POLICY

15.1. This policy will be reviewed annually by SLT and Inclusion Head. The policy will be oriented to teachers periodically every year.

15.2. The school leadership team, Inclusion Team and Principal will annually review the Inclusion Policy.

16. Inclusion Policy Addendum

Purpose

JSSIS ensures the continued delivery of equitable, inclusive, and high-quality education for all students, with particular focus on Students of Determination and those requiring additional support, during periods of regional uncertainty or disruption.

1. Continuity of Learning

The school will ensure uninterrupted access to learning through flexible modes (onsite, online, or hybrid). Individualised Education Plans (IEPs/ALPs) will remain active and adapted to suit the mode of delivery, ensuring continuity of support and measurable progress

2. Wellbeing as a Priority

The school prioritises the emotional wellbeing, mental health, and sense of safety of all students, staff, and families. Regular check-ins, counselling support, and safe opportunities for expression will be embedded into practice, especially for students experiencing anxiety or distress.

3. Flexible and Responsive Provision

Provision will be adapted in response to changing circumstances. This includes flexibility in teaching strategies, timelines, assessments, and expected outcomes. Students will be provided with multiple and accessible ways to demonstrate their learning.

4. Safeguarding and Child Protection

All safeguarding protocols remain in effect across learning environments, including online platforms. Staff will adhere strictly to child protection procedures, ensuring student safety, confidentiality, and dignity at all times.

5. Home–School Partnership

The school will maintain clear, consistent, and supportive communication with parents. Guidance will be provided to enable families to effectively support learning at home, particularly for students requiring additional support.

6. Equity and Access

The school is committed to ensuring equitable access to education by addressing potential barriers such as technology, resources, or personal circumstances. Reasonable accommodations will be provided to support participation and inclusion.

7. Personalised and Inclusive Teaching

Teaching practices will remain differentiated, inclusive, and student-centred. A strengths-based, neuro-affirming approach will be adopted to ensure all learners feel valued, supported, and able to succeed.

8. Multi-Agency Collaboration

Where appropriate, the school will collaborate with external specialists, therapists, and support services (including virtual provision) to ensure continuity of interventions and holistic support.

9. Staff Capacity and Preparedness

Ongoing professional development will be provided to equip staff with skills in inclusive online teaching, adaptive strategies, and trauma-informed practices. All staff share responsibility for inclusion and student wellbeing.

10. Inclusive Ethos

The school promotes a culture of belonging, empathy, and respect. Diversity is celebrated, and all students are entitled to equal opportunities to learn, participate, and achieve.

11. Monitoring and Review

Student progress, engagement, and wellbeing will be regularly monitored. Support plans will be reviewed and adjusted based on data, teacher observations, and parent input to ensure effectiveness.

12. Emergency Inclusion Protocol

In the event of disruption, the school will activate a structured response that ensures:

- Immediate transition to alternative learning modes
- Prioritised support for high-need students
- Clear communication with all stakeholders
- Continuity of inclusion services and interventions

Conclusion

This addendum reinforces the school's commitment to inclusive education by ensuring that all students, regardless of circumstance, continue to receive appropriate support, care, and opportunities to thrive.



Reviewed by the Principal
