



Dubai International Private School (Al-Quoz)

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.



"Empowering Minds, Inspiring Hearts, Shaping the Future"

"تمكين العقول، إلهام القلوب، تشكيل المستقبل"

DIPS Inclusion Policy 2025-2026

1. Purpose

This policy demonstrates our unwavering commitment to equitable, high-quality, and inclusive education for all students, including students of determination and those with diverse learning needs. It ensures that every learner is supported in achieving their fullest potential, in accordance with the Dubai Inclusive Education Policy Framework (2017).

2. Vision and Mission

We strive to create a barrier-free learning environment that embraces diversity, promotes equity, and upholds the rights of every student to participate, belong, and succeed in an inclusive school setting.

3. Scope

This policy applies to all students, educators, support staff, parents, and stakeholders within our school community, ensuring a collective commitment to inclusive education.

4. Principles of Inclusion

Our inclusion approach is based on KHDA's principles of inclusive education, ensuring:

- Equity of Access and Participation: All students have the right to quality education, including students of determination, English language learners, and gifted students.
- Respect for Diversity: Individual differences, including cultural, linguistic, and cognitive diversity, are recognized and celebrated.
- Personalized Learning and Support: Tailored learning approaches ensure the success of all students through Universal Design for Learning (UDL) and differentiated instruction.
- Collaborative Partnerships: Inclusion is a shared responsibility, with educators, specialists, families, and the community working together.

- Whole-School Approach: A culture of inclusion extends beyond classrooms to all school activities, policies, and interactions.

5. Objectives

Our inclusion framework aims to:

- Identify and provide early intervention for students with additional needs.
- Offer high-quality professional development for staff on inclusive teaching strategies.
- Engage parents and the community as key partners in supporting inclusion.
- Regularly monitor and enhance inclusive practices based on student outcomes.

6. Implementation Guidelines

6.1 Admission Policy

- We uphold a non-discriminatory admissions process, ensuring that students of all abilities have equal access.
- Parents are encouraged to disclose any learning needs during admission to facilitate appropriate support.

6.2 Identification and Assessment

- A multidisciplinary approach is used to assess students, involving teachers, specialists, and external professionals where needed.
- Screening, assessments, and observation tools help identify students requiring additional support.

6.3 Individualized Education Plans (IEPs)

- IEPs are developed for students with additional learning needs, outlining personalized goals and strategies.
- Regular progress reviews are conducted in collaboration with educators, parents, and support teams.

6.4 Curriculum and Instruction

- Differentiated instruction ensures all students can access and engage with the curriculum.
- Assistive technology, accommodations, and modifications are provided as needed.
- Inclusive teaching strategies, such as cooperative learning and peer support, foster engagement.

6.5 Staff Training and Capacity Building

- Regular professional development programs equip educators with inclusive teaching methodologies, cultural competency, and behavior support strategies.
- Specialized training is provided for learning support teams, teaching assistants, and leadership staff.

6.6 Physical and Digital Accessibility

- The school ensures barrier-free access to all facilities, including ramps, elevators, and adaptive resources.
- Digital learning platforms are accessible to students with visual, auditory, and cognitive challenges.

6.7 Emotional and Social Support

- A well-being and counseling program provides students with emotional and psychological support.
- The school fosters a culture of empathy and anti-bullying initiatives through structured programs.

6.8 Parental and Community Engagement

- Parents are active partners in their child's education through workshops, resources, and ongoing communication.
- Community organizations and external specialists support the school in promoting inclusive practices.

7. Monitoring and Review

- The effectiveness of inclusion practices is regularly assessed using student progress data, feedback, and evaluation tools.
- A dedicated Inclusion Support Team (IST) oversees implementation and continuous improvement.
- An annual inclusion report is submitted to educational authorities, ensuring compliance and accountability.

8. Compliance and Alignment

This policy aligns with:

- Dubai Inclusive Education Policy Framework (2017)

- Executive Council Resolution No. (2) of 2017 for the Rights of People of Determination in Dubai
- UAE Federal Law No. (29) of 2006 and its amendments (2019) on the Rights of People of Determination
- UN Convention on the Rights of Persons with Disabilities (CRPD)

9. Conclusion

Our commitment to inclusive education ensures that every student—regardless of ability, background, or learning needs—has the opportunity to succeed in a welcoming, supportive, and empowering environment.

DIPS Inclusion Policy aligns with the Dubai Inclusive Education Policy Framework, ensuring compliance with KHDA and UAE regulations while emphasizing equity, collaboration, and holistic student support.

10. Roles and Responsibilities

10.1 School Leadership (Principal and Senior Leadership Team)

Champion inclusive education and ensure that it is embedded in the school's mission, vision, and strategic plans.

- Allocate resources, training, and support for inclusive practices.
- Ensure compliance with KHDA regulations and monitor the school's progress in achieving inclusive education goals.
- Foster a culture of collaboration among staff, parents, and external specialists.
- Review and evaluate the effectiveness of the Inclusion Policy regularly.

10.2 Inclusion Support Team (IST) / Inclusion Champion

- Oversee the identification, assessment, and support of students with additional learning needs.
- Develop and implement Individualized Education Plans (IEPs) and monitor student progress.
- Provide guidance and training to teachers and support staff on differentiation and accommodations.
- Collaborate with external specialists (speech therapists, occupational therapists, psychologists) when necessary.

10.3 Teachers

- Implement inclusive teaching strategies and differentiate instruction to meet diverse learning needs.
- Identify students who may require additional support and refer them to the Inclusion Support Team.
- Participate in the development and execution of IEPs and accommodations.
- Maintain regular communication with parents and specialists to ensure student success.

10.4 Learning Support Assistants (LSAs) / Teaching Assistants (TAs)

- Provide targeted support to students with additional learning needs under the guidance of teachers and specialists.
- Assist in implementing IEP goals and accommodations in the classroom.
- Foster student independence and confidence by gradually reducing support as appropriate.

10.5 School Counselors / Well-being Coordinators

- Provide emotional and social support to students, ensuring their mental well-being.
- Support students in transition planning, behavior management, and self-advocacy.
- Conduct awareness programs to promote empathy and understanding among students.

10.6 Parents and Guardians

- Act as partners in their child's learning journey by engaging with the school.
- Share relevant information about their child's needs and collaborate on IEP development.
- Provide home support aligned with school strategies to reinforce learning and emotional well-being.

10.7 Students

- Engage actively in their learning and participate in decisions about their educational needs.
- Show respect and empathy toward peers, contributing to an inclusive school culture.
- Seek support when needed and advocate for their own learning preferences.

Approved by: Dr. Akram Zayour (School Principal)

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