

P O L I C Y	Owner	Head of Thrive
STUDENTS OF DETERMINATION	ID (Version)	DU/4.3.2. (v6)
	Published	28-January-2026
	Valid Until	28-January-2028

POLICY STATEMENT

The Arbor School (“Arbor”, “we”, “the school”) gives paramount importance to lifelong learning and inclusive education and is strongly committed to providing a learning environment in which diversity is valued and celebrated. In line with all legal requirements concerning the rights of students of determination, the school will ensure that inclusive education is embedded in all aspects of the school and that quality education is delivered through an innovative, adapted and personalised curriculum. A culture of inclusion is promoted across the school and discrimination is rejected. Strategies informed by best practice and evidence-based research influence provision to ensure that students of determination achieve their full potential.

Arbor has adopted the “rights-based” model of disability, which recognises that a student of determination has the right to access the same quality of education as other students. In applying this model, the school is proactive in identifying and minimising the physical, attitudinal, communication and social barriers that restrict student achievements, and takes appropriate actions to remove obstacles which lead to educational and social exclusion.

This policy aims to ensure that the school is compliant with the terms of:

- UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
- UAE Federal Law 2 (2015) against Discrimination and Hatred;
- The Dubai Inclusive Education Framework (“DIEF”), published November 2017;
- UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses 16, 17 and 19; Article 23 clause 4); and
- The Knowledge and Human Development Authority (“KHDA”) Inclusion Audit Framework.

APPLICATION

1. STUDENTS OF DETERMINATION

A student of determination is defined by the KHDA as “a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age.”

An impairment is defined as a medically identified condition which impacts on long-term limitation of a person’s physical, mental, cognitive, communicative and / or sensory functions. Impairments become disabilities when the person experiences attitudinal, social and / or environmental barriers that prevent full and effective participation within a community.

2. ADMISSIONS

The school welcomes applications from students of determination.

Parents should share details of any known special educational needs at the time of application. An assessment will then be conducted by the school’s Inclusion team to determine the level of support and provision required in school. Depending on the needs of the student, the school may issue an additional support contract as a condition of the offer of a place.

3. RAHHAL PROGRAMME

Under the auspices of the KHDA, the Rahhal programme provides a creative and innovative alternative to mainstream education that brings out the best from the within the community and

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recognises learning wherever it occurs. It is a platform that helps to integrate learning with life, and life with learning.

The school currently offers the Rahhal programme to gifted and talented students, as well as to students identified during the admissions process as those requiring a high level of intervention, and who would benefit from a multidisciplinary approach. This programme offers students the opportunity to attend school whilst continuing to receive specialised or alternative education offsite. Access to this programme is facilitated by the Principal or Head of Thrive upon application.

4. IDENTIFICATION OF NEED AND EARLY INTERVENTION

Existing students may be identified as requiring extra support through the school's "staged intervention" approach, whereby regular tracking and monitoring of progress in class informs if there are any areas of additional need. Class teachers work in partnership with the Inclusion team to implement targeted strategies and interventions to support learning.

An inclusion register is kept by the Head of Thrive which identifies students' needs. Students assessed as meeting certain criteria will also be registered on the KHDA Students of Determination Register.

5. INCLUSION SUPPORT TEAM (Thrive)

The school's Inclusion Support Team ("IST") provides support, guidance and training for staff, parents and students. The team is responsible for the development of the school's Inclusion Improvement Plan, which is reviewed annually and monitored for compliance with relevant laws and requirements. The IST meets weekly to review and develop inclusive practice within the school.

Led by the Principal, the IST is comprised of the school's:

- Head of Inclusion;
- Inclusion Champion (Deputy Head of Primary)
- School Counsellor;
- Thrive Teachers;
- Thrive Learning Support Assistants; and
- Representatives from the school's Operations Team.

In addition, parents, class teachers and students are invited to be Inclusion Ambassadors, who support the inclusion of students of determination and are invited to attend IST meetings.

Minutes of meetings will be made available to all members of the school community.

6. INCLUSION CHAMPIONS

In line with the expectations of the DIEF, the school has identified outstanding practitioners to be Inclusion Champions responsible for promoting inclusion across the school. These include the school's:

- Principal;
- Deputy Head of Primary
- Head of Operations

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7. GOVERNANCE

The school has a named Executive Board member responsible for monitoring the quality of inclusive practices. The school's Executive Board holds committee meetings termly with members of the IST, where the Inclusion Improvement Plan is reviewed. The Arbor Executive Board also participates in learning walks, training sessions and lesson observations.

8. SPECIALIST THERAPY

The Inclusion team may recommend specialist intervention services as part of a student's support plan. The school provides spaces for on-site Speech and Language Therapy, OT and sensory integration. Programmes of support are developed by the therapists and delivered within the school day.

9. MONITORING

This policy, along with the Inclusion Improvement Plan, will be monitored at least monthly by the IST. Evidence to support the Special Education Framework will be collected from all stakeholders and will include:

- Training evaluations;
- Learning walks;
- Class observations;
- Pupil observations;
- Therapy reports;
- Work samples;
- Environment audits;
- Minutes from meetings; and
- Pupil progress meetings.

10. COMPLAINT PROCEDURES

In the event of staff, parents, therapists or students raising a complaint regarding inclusive practices, the Head of Thrive will investigate all concerns and inform the Principal of the outcome.

If the initiator of the complaint is dissatisfied with the outcome of the investigation, they will be offered an appointment to discuss the matter with the Principal. If following this discussion, the initiator is still dissatisfied, they will be offered the opportunity to discuss the matter with representatives of the Arbor Executive Board.

If either party remains dissatisfied after this, they are entitled to raise their concerns with the KHDA who will mediate if the school and other stakeholders are unable to agree on appropriate actions and outcomes.

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11. PARENT CONTRACTS

Where a student has been identified as needing additional support to access the school's curriculum, an additional contract will be put in place detailing costs and provision.

RELATED DOCUMENTS

Document Title	ID / Reference No.
Admissions and Enrolment Policy	DU/3.2.1.
Charging for Additional Needs Procedure	DU/4.3.1.1

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
DIEF	Dubai Inclusive Education Framework
IST	Inclusion Support Team
KHDA	Knowledge and Human Development Authority