



BCD Inclusion/SEND Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

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1. Policy Statement

Brighton College Dubai is an inclusive school and believes in treating pupils as individuals. Inclusive attitudes, behaviours, beliefs and systems ensure that each pupil, regardless of their individual learning profile, has every opportunity to be truly independent and achieve their maximum potential. Brighton College Dubai values the uniqueness of each pupil who comes into its care, supporting and nurturing their physical, intellectual, emotional and social development, irrespective of their starting points.

Our core objective is to provide each pupil with equal opportunities. We are dedicated to tailoring learning and offering guidance and assistance to support pupils. Modifications to curriculum content, delivery methods, assessment procedures and the school environment will be made whenever feasible to ensure that pupils can effectively learn and achieve their maximum potential.

Inclusion at Brighton College Dubai runs through each phase, faculty and member of the College community. Our dedicated teachers, inclusion teachers and senior leaders are committed to enhancing the educational experience for all.

Our Inclusion/SEND Policy aims to set out how Brighton College Dubai will support and make provision for:

- Students of determination (SoD) and pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL) and pupils who are English language learners (ELL)
- Pupils who are talented, more able and gifted/exceptionally able
- Emirati pupils

2. Legislation and Guidance

Brighton College Dubai is committed to ensuring that this policy is fully compliant with all relevant statutory requirements and legislation related to inclusive education. The policy is based on, but not limited to, the following legislation:

- Directives and Guidelines for Inclusive Education: Ensuring Equitable Access to Education for Students of Determination (2020)
- Implementing Inclusive Education: A Guide for Schools (2019)
- Dubai Inclusive Education Policy Framework (2017)
- A Revised Categorisation Framework for Students of Determination (2019-2020)
- Executive Council Resolution no.2 of 2017
- [SEND Code of Practice](#) (UK, 2014 – updated 2020)



- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Government of Dubai 'My Community' initiative launched in 2013
- This policy and our individual school's information reports are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
 - [The Special Educational Needs and Disability Regulations 2014](#)

Beyond compliance, Brighton College Dubai's Inclusion team's aim is to develop excellent partnerships with pupils, parents and carers as they negotiate their journey through education to academic success, independence, workplace skills, leadership and lifelong learning.

3. Definitions, Practice and Procedure

3.1 Inclusion and Special Educational Needs (SEN)

3.1.1 Students of Determination (SoD)

As per the revised Categorisation Framework for Students of Determination (19-20), a student of determination is a pupil with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may restrict the pupil's full and effective participation in education on an equal basis with peers of the same age. Students of determination are identified through one or both of the procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder
- Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder

In the UK, these pupils are referred to as pupils with a special educational need and disability (SEND).

3.1.2 Special Educational Need (SEN)

Almost all students of determination will experience a special educational need (SEN). A special educational need emerges when the symptoms or impact of an impairment or disorder act as a barrier to learning which calls for special educational provision to be made. Every effort is made to take action to reduce or remove these barriers to ensure that all pupils can access education on an equitable basis with their mainstream peers.



3.1.3 Common barriers to learning

Following identification, pupils are categorised into one or more of the four main areas:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical, sensory and medical

3.1.4 Support and intervention

Support is offered through a graduated system of support:

- Wave 1 - This includes universal design strategies for pupils, for example high-quality differentiated teaching
- Wave 2 - Additional, specific and time-limited intervention that is provided to pupils who are falling behind age expected levels of performance
- Wave 3 - Individualised and specialised provision, which is different from that provided to most other pupils. This may include full-time support by a learning support assistant

Pupils requiring support services will be timetabled as appropriate to their age, stage and curriculum requirements. Classroom support may take place through direct intervention from the Inclusion department or through quality-first teaching. Intervention sessions may take place outside the classroom but every effort will be made to ensure that pupils are not removed from core classes. When timetabling lessons, pupil wellbeing and social opportunities are taken into account.

3.2 English as an Additional Language (EAL)

At Brighton College Dubai, we are committed to providing a range of services to support pupils with English as an additional language (EAL). Our support is designed to facilitate the development of social and academic language skills in English including speaking, listening, reading and writing. We believe in creating a safe, welcoming, exciting and challenging environment that celebrates the diversity of our pupils, valuing their home language and culture.

Our school's EAL referral, identification and support process is designed to provide comprehensive assistance to pupils with English as an additional language. It commences with an initial assessment of English language proficiency at admissions or entry to the college, utilising the Bell Foundation EAL Assessment Framework. Following this, our staff are encouraged to refer pupils for an EAL assessment when they recognise potential language needs. Furthermore, we conduct termly assessments using the Bell Foundation EAL Assessment Framework to monitor progress and adapt our support strategies accordingly. Pupils at Wave 2 or Wave 3 will have an EAL assessment tracker.



Once each child's English language proficiency has been established, support and intervention is offered through a graduated system of support as per the below table.

Band	Meaning	Wave
E	Fluent	1
D	Competent	1 or 2
C	Developing Competence	2
B	Early Acquisition	3
A	New to English	3

Wave 1 – Quality-first classroom teaching

Wave 2 – Additional EAL provision

Wave 3 – Additional EAL provision for pupils who require intensive support

As an international school, we recognise the diverse nature of our pupils and that many may have English as an additional language. For those pupils who are 'New to English' or in 'Early Acquisition' of language proficiency, we use the terminology of English language learner (ELL). These pupils will access intervention through Wave 3 support.

EAL lesson timetabling:

Pupils requiring EAL services will be given support as appropriate to the age, stage and curriculum requirements. Support in class may take place through direct intervention from the Inclusion department or indirectly via co-planning lessons with teachers to enhance differentiation planning and delivery. EAL lessons may take place during library periods, modern foreign language periods or supported studies periods, for example. Every effort will be made to ensure that pupils are not removed from core classes or asked to miss PE, art, DT, music and drama, which provide valuable opportunities for development of language, peer relationships and promote general wellbeing.

For further information, please refer to the English as an Additional Language Policy.

3.3 Talented, More Able and Gifted/Exceptionally Able

Brighton College Dubai is committed to ensuring that all pupils are supported in fulfilling their potential and develop a love of learning for its own sake. The College recognises that pupils of all abilities, including talented, more able and gifted/exceptionally able pupils are entitled to be stretched and challenged; however, pupils who learn quickly, deeply or with a greater eagerness than peers sometimes require extension or alternative learning opportunities. These pupils will be offered individual learning opportunities at Brighton College Dubai.

The College uses the language of "Talented", "More Able" and "Gifted and Exceptionally Able" to refer to pupils who have demonstrated uncommonly high ability in either academic or non-academic subject areas.



All teaching staff ensure that a variety of teaching approaches and enrichment strategies are used throughout the College in response to pupil needs. The College is committed to achieving measurable improvements in the attainment, progress and aspirations of pupils by meeting specific needs through effective differentiation and enrichment.

Identification of talented, more able and gifted/exceptionally able pupils may be made using a variety of the following information sources:

Attainment

- CAT4 scores (127+) or CAT mean (127+)
- PTE, PTM, PTS Standard Age Scores of 127+
- NGRT Reading Test scores (127 or above)
- Teacher referrals
- External assessment data

There are three waves of provision for talented, more able and gifted/exceptionally able learners:

Wave 1 – Quality first teaching. Differentiation in schemes of work and lesson plans in pursuit of greater breadth and depth.

Wave 2 – Additional and different provision. Provision includes extension groups, early exam entry, advanced co-curricular opportunities. Wave 1 strategies remain in place.

Wave 3 – Wider, enhanced and different provision. This could include early entry for multiple subjects, early entry by more than 1 year or a significantly modified curriculum and external opportunities. Wave 1 and Wave 2 strategies remain in place.

For further information and details of programs, please refer to the “Talented, More Able and Gifted and Exceptionally Able Policy.

3.4 Emirati Pupils

Brighton College Dubai recognises the privilege it has as an educational institution operating in the United Arab Emirates. Emirati pupils at Brighton College Dubai each have unique cultural influences, challenges and opportunities in this quickly developing and innovative culture. The College is invested in providing opportunities and support for its Emirati pupils to embrace their cultural heritage, develop as speakers, networkers and critical thinkers, exceeding expectations in the classroom and beyond.

Emirati pupils are tracked through data analysis and pupil information meetings, along with tracking of progress against their Individual Education Plans. Opportunities will be provided in the classroom, along with support from the Inclusion and Arabic departments. The College will celebrate the cultural and linguistic diversity and experiences of bilingual pupils to enrich learning for all. Internationalism



and multiculturalism are celebrated whenever possible. Opportunities will be planned for pupils to learn about and celebrate Emirati culture and Arabic language.

4. Admissions to the College

Brighton College is committed to an inclusive education and helping every pupil fulfil their academic potential. We treat all applications equally, admitting pupils with a range of abilities and educational needs.

4.1 Foundation Stage – Year 2 Admissions

Pupils entering Pre-Prep (**FS1, FS2, Year 1 and Year 2**) will be invited to meet with the Head of Pre-Prep and Pre-Prep Inclusion Teacher and/or year-group teachers in a classroom environment. For pupils entering the Early Years, this is not a formal assessment but an opportunity for the College staff to meet with the pupil, assess school readiness and developmental needs. If necessary, a support plan will be put in place to ensure successful integration.

For pupils applying for entry into Year 1 and Year 2, admissions will have a pastoral focus as well as providing an opportunity for the pupil to demonstrate their skills in reading, writing and mathematics. In addition to the meeting, parents are required to submit recent nursery/school report and work samples.

4.2 Year 3 – Year 13 Admissions

Pupils applying to join **Year 3 to Year 6** are required to complete age relevant CAT4 and writing assessments. In addition to the assessment, parents are required to submit recent school reports and additional school documents if required.

For pupils applying to join **Years 7 to Year 10**, there are four stages: verbal and non-verbal reasoning, quantitative skills and spatial assessments, as well as creative writing tasks. An interview with the Head of Senior School may be required in some instances. This is a general interview to explore the pupil's interests, attitude to school life, personal qualities, ability to contribute to the College community, support available at home and any other relevant information.

Applications for the **Sixth Form** will be based on a combination of CAT4 verbal, non-verbal, quantitative and spatial ability reasoning skills assessments; a meeting with the Head of Sixth Form; character in addition to IGCSE subject grades.



As Brighton's main language of instruction is English, applicants from non-English speaking backgrounds may be required to carry out a supplementary assessment in listening, speaking, reading and writing skills. Pupils with additional learning needs may be required to undertake a specific assessment as determined by the Head of Inclusion.

4.3 Inclusion Admissions

The entry assessment process for students of determination focuses on identifying strengths and challenges to learning, including strategies that will contribute to the pupil's success. Pupils are assessed on the basis of their commitment to fulfilling their academic potential and developing as a well-rounded member of the College. When necessary, the Inclusion team are called upon to make sure we have the support and structures in place to meet the pupil's needs and help them reach their full potential. Admission priority will be given to students of determination who have siblings already enrolled at Brighton College Dubai.

Additional assessments may be administered by the Inclusion team with the permission of parents, where a pupil may require specialised support. The College will look for creative routes to removing barriers to learning and positive steps to overcome difficulties. In exceptional circumstances, where the College is not able to sufficiently meet the pupil's needs, the criteria and rationale will clearly be described through the completion of the KHDA's non-admission notification procedure for students of determination.

4.4 Admissions with the support of Individual Learning Support Assistants

Where individual support is required on a daily basis throughout the school day, the College will partner with parents to recruit a suitably qualified Individual Learning Assistant (ILSA). Recruitment will be a joint venture between the Head of Inclusion and parents, but all ILSAs will be fully line-managed and supervised by the Head of Inclusion or SENCO and the relevant class teachers. Brighton College staff remain accountable for professional service delivery and the pupil will continue to receive expert inclusion intervention from the College. Class Teachers will remain responsible for differentiation and planning the support offered by the ILSA.

4.5 Alternative Routes to Education

All admissions will be made on an individual basis in the best interests of the pupil and family. We aim to cater to a wide diversity of learning needs, preferences and aspirations of students of determination. We will carefully consider the development of alternative and enhanced learning pathways to ensure relevant and appropriately challenging achievement routes. Such alternative and enhanced learning pathways may include, but are not limited to, a reduction in the number of qualifications/subjects, alternative levels of qualifications (e.g. Foundation or Higher, AS or A-Level), vocational qualification such as BTEC and LAMDA. Should a proposed placement support package be insufficient to meet the



pupil's needs, every effort will be made to suggest alternatives and guide the family towards suitable alternatives or alternative curriculum pathways.

5. Principles of Inclusive Provision

Brighton College Dubai aims to provide a professional and ethical approach to the provision we make for children who have been identified as having a specific educational need that ensures:

- We do not treat pupils who have or may have an individual need less favourably
- Any individual's special educational need will be identified early with a focus on developing provision and support through the 'Universal Design for Learning' (assess, plan, do review)
- Each pupil has his/her individual need met wherever possible
- Should extra assistance be required to meet the individual needs, which goes beyond reasonable adjustments, this will be discussed with the pupil's parents and proposals will be made for referral to outside services such as Occupational Therapy, Speech and Language Therapy and/or Educational Psychology. A proposal may also be made for the agreement of a parent-employed Individual Learning Assistant (ILSA)
- Action is determined by the Head of Inclusion in consultation with the pupil, parents, teachers, senior leadership and the Inclusion team
- A collaborative approach to challenges is adopted, using the experience and expertise of staff, the child's parents and outside agencies when appropriate
- Provision and progress, including progress against IEP targets are monitored and reviewed termly or as needed. In some cases, more regular review will be required. Pupil Profiles will be reviewed as needed each year
- A pupil's individual needs are always considered when the behaviour policy is being considered/implemented
- Provision aims to keep in line with KHDA recommendations
- Access to education at Brighton College ensures that the provision will be rigorous and challenging for the individual pupil
- Assessment procedures are part of an ongoing process to ensure the appropriate provision is in place so that learning is maximised and discrimination is prevented



6. Inclusive Provision for Students of Determination

The table below states the provision at Brighton College Dubai. The provision for students of determination is in relation to the revised Categorisation Framework for Students of Determination (2019-2020).

Type of Need	Brighton College Dubai Provision
Social, emotional and mental health	The school has a strong pastoral team to support all pupils who experience difficulties with behaviour, as well as counselling support for pupils who experience eating disorders, anxiety and depression. For pupils with ADD/ADHD and syndromes such as Tourette's, pupils will be supported in following the College's entrance criteria and the College's code of conduct.
Physical, sensory and medical	Individual Learning Assistance if required and relevant aids to complement the resources of the College. Expertise from outside agencies, such as Occupational Therapy may be required. The College will make reasonable adjustments to help pupils access the curriculum and navigate the College. Each pupil will be assessed on a case-by-case basis to ensure that we are able to meet the pupil's needs. A medical team and experienced pastoral staff will ensure all pupils with medical needs are well catered for. All teachers will have the relevant health and safety training.
Communication and Interaction	Pupils who require support in this area, such as those with Autistic Spectrum Disorder, will be supported by the Inclusion team and expertise from outside agencies, if required. Individual Learning Support Assistants may be required to put adequate support in place; this will be discussed with parents during the admissions process or as the need becomes apparent. Expertise from outside agencies (S&L Therapists and OTs) may be called upon if required.
Cognition and learning	Pupils will be supported by the Inclusion team, which will have experts in supporting pupils with a range of specific and multiple learning disorders including dyslexia, dyscalculia and dyspraxia. Pupils will be offered intervention using research-based programs to address the need depending on the stage of the pupil's academic career, progress made to date, and the demands of the classroom. Older pupils may be taught strategies and study skills to promote independence, utilising technology and exam access arrangements.



7. Inclusion Process and Services

The College's Inclusion provision involves the following process:

Monitor → Referral → Assessment → Plan → Do → Review

7.1 Raising a concern

A teacher, parent, pupil or admissions manager may become aware of a concern with a pupil's progress academically, behaviourally or socially and notify the class teacher or tutor. Accordingly, teachers may employ differentiation strategies to support the pupil and monitor the situation, seeking advice from the leadership team and Inclusion if necessary.

7.2 Admission with an identified need

Pupils who enter the College with a diagnosed need will automatically be added to the Inclusion Register and support will be offered according to the level of need. However, staff will be mindful that a settling in period may be needed for the pupil to adjust to the new setting; we acknowledge that some needs will diminish during this time, while others may become apparent later. In these instances, Brighton College remains committed to matching the level of support to each pupil's need.

7.3 Referral

Class or subject teachers complete the online Referral Form. Referring teachers or staff members should be ready to provide:

- A record of academic attainment and achievement (or evidence of lack of achievement)
- A sample of written work, work completed over a period of time and completed under different conditions (e.g., APP assessment, prep, classwork, tests and observations notes)
- A summary of assessment data already on file for the pupil (e.g., GL and CAT scores)
- Minutes of meetings with parents, parent conference notes, case conference notes, emails to and from parents, emails to and from staff

Inclusion staff will review the Referral Form and submitted evidence. Inclusion staff may seek further information, including but not limited to:

- Conducting class observations
- Meeting with teacher(s) and parents
- Requesting further information from teacher(s)
- Calling a case conference
- Administering formal psychometric assessments (parents' permission will be required for this and data protection laws will be upheld)



7.4 Assessment

A range of assessments, both informal and formal standardised diagnostic tools may be used to assess and inform support for pupils. Some pupils admitted to Brighton College may have a pre-existing learning need; if so, this will have been disclosed at the point of admission and be supported by a report. Care will be taken to ensure a holistic view is formed in partnership with the pupil, parents, medical and other professionals. The diagnostic information is used to make recommendations to staff to support the pupil in the most inclusive way.

A combination of the assessments will be used with parental permission, depending on age, to establish an area of deficit. Assessments include but are not limited to:

- Wechsler Individual Achievement Test - Second UK Edition (WIAT-II UK)
- Test of Word Reading Efficiency (TOWRE 2)
- Comprehensive Test of Phonological Processing (CTOPP -2)
- Nessy Dyslexia Screener

If observations suggest there may be a social, medical or specific learning difficulty, an external assessment may be recommended. External referral would only occur after consultation with parents.

7.5 Waves of Inclusion intervention for Students of Determination

As a result of referral to the Inclusion team, analysis of assessment and other data, the pupil will be monitored for a period of time and a Class Action Plan will be implemented. This will be reviewed after 6-8 weeks and a decision will be made whether to assign the pupil to one of three waves of intervention. The graduated system of support is identified below:

Wave 1 – High-quality teaching

This includes universal design strategies for pupils, for example high-quality differentiated learning implemented by the class teacher. In other instances, the pupil may be included in an existing group initiative to boost skills as part of early intervention or an extension group. Wave 1 support includes:

- Inclusion staff monitoring the pupil's progress
- Teachers taking account of the pupil's needs and adjusting their planning accordingly
- The pupil making progress in a whole class setting
- Staff, parents and pupils working collaboratively
- Development of a Pupil Profile (if necessary)

Wave 2 – Additional, specific and time-limited intervention

This support may be offered through push-in classroom support from Inclusion, through withdrawal from non-core subjects to include the pupil in small intervention groups, through individual support



or extension. The level of support will be in proportion to the pupil's needs, stage of development and educational level so that progress is seen in the classroom or towards personalised targets.

Wave 2 support includes:

- Teachers taking account of the pupils' needs and adjust their planning accordingly
- Support provided by Inclusion staff
- Parental involvement; parents may be asked to seek support/educational programmes outside school or to contribute financially if pupil requires a resource which will be unique to them
- Staff, parents and pupils working collaboratively

Additional support may also be offered through:

- A Pupil Profile, developed with the teacher, pupil and parent to coordinate the support offered from all parties
- An Individual Educational Plan (IEP) developed with the teacher, pupil and parent to coordinate their support package and set measurable targets to achieve at school and at home

Wave 3 – Highly personalised and specialist provision

The Inclusion department will identify and support pupils who require intensive daily support to make progress towards highly personalised targets. These pupils will receive support from classroom teachers, the Inclusion team and where necessary, ILSAs. Every effort will be made to achieve suitable academic challenge, teach independence and coping strategies so that the need for support reduces over time.

Some services may be delivered by specialist support beyond the College provision e.g., Occupational Therapy (OT), Speech and Language Therapy (S<) or an Individual Learning Support Assistant (ILSA). External services must be arranged and funded by parents. Should an ILSA or similar resource be required, a job description and suitable remuneration will be discussed with parents before proceeding. ILSAs will be line managed by the Head of Inclusion or SENCO and held to all BCD professional standards. The need for this resource will be reviewed termly.

Wave 3 support includes:

- Services from Inclusion staff or Individual Learning Assistants (ILSAs) that may take place in class or through one-to-one or small group sessions
- Collaboration with parents who may be asked to seek support/educational programmes outside school
- An Individual Educational Plan (IEP) developed with the teacher, pupil and parent to coordinate their support package and set measurable targets to achieve at school and at home
- Making reasonable adjustments to accommodate pupils

Parents should note that, in the event of a special educational need or disability becoming apparent during the course of the pupil's time at the College, the Head Master, after consultation with key staff



and parents, may reach a conclusion that a pupil with inclusion needs may make more progress and prosper in a different educational setting. Nevertheless, the College will do all that it reasonably can to cater for the needs of the pupils as per section 4.5 Alternative Routes to Education.

7.6 Inclusion Register and Individual Education Plans or Profiles

Based on the level of support required to ensure progress, the Head of Inclusion or SENCO will add the pupil's name to the Inclusion Register and assign a Wave of support. If necessary, class teachers and tutors will be supported in creating a Pupil Profile or Individual Education Plan, in consultation with parents, the pupil and any other relevant members of staff; class and subject teachers will know each pupil's strengths, area of need and the provision required to support the pupil.

7.6.1 Pupil Profiles

This is a one-page document that details the pupil's strengths, interests and strategies for support.

7.6.2 Individual Education Plans (IEP)

An IEP is a continuous collaborative process of development, implementation and review, which is contributed to by teachers, parents and the pupil. Each IEP should be unique, considering strengths, interests and needs when determining strategies, modifications and targets to ensure progress. Classroom teachers, learning support assistants and parents will be supported by the Inclusion team as they implement the plan.

Provision includes, but is not limited to the following:

- Personalised support in the classroom and/or in one-to-one or small group support within the Inclusion department
- In all lesson plans, class and subject teachers record the initials of pupils identified on the Inclusion Register, if the learning difficulty relates to the subject concerned
- In all lesson plans, class and subject teachers record specific provision for pupils with Inclusion needs, relating to the IEP targets, whenever possible

8. Monitoring and Review of Inclusion Support

Pupil's progress will be reviewed regularly, and parents will be kept informed of their child's progress. The Inclusion department and teaching team will create and update IEPs and Pupil Profiles. Parents will be invited to contribute to termly IEP reviews.

The Inclusion department will advise teachers and parents about relevant strategies and keep a record of educational history, identification, intervention and progress. Individual pupil needs will be



discussed at regular meetings with relevant staff, in order to draw from the experience and expertise of other members of staff and to ensure a cohesive approach within the College.

The Head of Inclusion and SENCO will be responsible for moving pupils from one wave of Inclusion to another, as appropriate, based on pupils' progress, always aiming to exceed expected progress and develop independence within the classroom.

9. Assessment and Record Keeping

Initial assessment by the class teacher, tutor or subject teacher is submitted through the online Inclusion Referral Form. Further assessment may be undertaken by the Inclusion department to place pupils on a wave of support. External assessment may sometimes be required, and parents will be consulted. Further assessment may be required as part the monitoring process.

It is the responsibility of the Head of Inclusion and SENCO to keep an updated Inclusion Register of pupils who have been identified as requiring support. It is the responsibility of individual teachers to ensure they have knowledge of the Inclusion Register and to differentiate for pupils with individual needs.

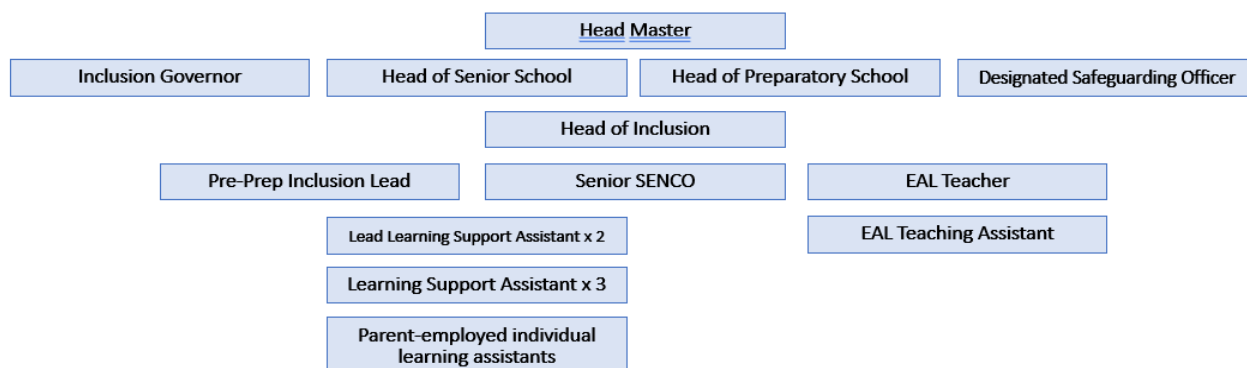
10. Staffing and Resources

The Head of Inclusion and SENCO advise on all matters to do with specific educational needs. The Inclusion team aims to be a whole-school resource that covers an ever-changing, diverse set of needs. Teaching and support staff will receive information, guidance and training on the Inclusion Policy and on meeting the individual needs of pupils.

The Department is issued with an annual budget for basic materials and training. The Campus Operations Manager is responsible for any physical adjustments required to accommodate the needs of pupils.

The Inclusion Team at Brighton College Dubai is supported by an Inclusion Governor who regularly meets with the team.

Figure 1. BCD Inclusion Organogram



11. Monitoring and Review

This policy is to be reviewed by the Head of Inclusion and checked annually by the Inclusion Governor.

12. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Craig Lamshed, Board Member



Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Composition of Inclusion Policy prior to opening	Katy Cooke	July 2018
2.0	Review	Naz Denning	August 2018
3.0	Review	Naz Denning	October 2019
4.0	Review	Naz Denning	March 2020
5.0	Review	Lou Lynton	September 2022
6.5	Governor updated	Julia Jones	January 2023
6.5	Review	Holly Nash	February 2023
6.6	Review	Holly Nash	January 2024



Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- SEND Code of Practice (UK 2014)
- The College's Academic Plan
- The Inclusion Development Plan
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable
- Implementing Inclusive Education (2019)
- Directives and Guidelines for Inclusive Education
- United Arab Emirates School Inspection Framework

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set. Please see [Brighton College Dubai Policies and Guidelines](#). Parents (current and prospective) are encouraged to read the following publication alongside the policy: [Implementing Inclusive Education – A guide for schools](#)