



Inclusion & Wellbeing Policy

Vision & Values

Learning Together, Growing Together

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We provide stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

- **Determined learners**
- **Global thinkers**
- **Positive achievers**
- **Striving for success**

Policy Statement

Inclusion at Dove Green means adapting to the needs of our students and adjusting our systems to work for everyone. We believe an inclusive school plans proactively and responds flexibly to individual needs while fostering independence and resilience. We place a high value on providing a supportive working environment and on maintaining the health, safety and welfare of our students, families and staff. We have a supportive and caring ethos and recognise the importance of creating an atmosphere in which everyone feels valued and respected. We are committed to inclusion and pay particular attention to the wellbeing, attainment and progress of:

- Multilingual learners (EAL) who speak multiple languages fluently
- English Language Learners (ELL) who may struggle to access the curriculum taught in English
- Students of Determination (SofD) who have a Special Educational Need or Disability at a level requiring individualised support (level 2, 2+ and 3)
- Students with additional educational needs (SEND level 1)
- More Able, Gifted and Talented students (MAGT)
- Emirati students

Approach to Wellbeing

We define wellbeing as a state of positive physical, social, and mental health. It is not



merely the absence of illness, but the presence of resilience, positive relationships, and a sense of purpose. Our model is informed by evidence-based frameworks such as PERMA (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) and is demonstrated through our daily practices.

Curriculum

The Early Years Foundation Stage Framework (EYFS) and the National Curriculum for England (NCE) form the foundation of our curriculum planning. This curriculum is adapted to meet the needs of individuals and groups of students, ensuring access and engagement for all. Universal Design of Learning principles are utilised to ensure accessibility.

Wellbeing is embedded into the pedagogy of every lesson, with teachers consciously fostering a supportive environment aligned with the 3Rs (Ready, Respectful, Responsible). A dedicated wellbeing slot each morning, following the principles of the Teacher Prompt Card, to check in and build emotional literacy. Dedicated lessons in subjects such as Art, explicitly teach the skills associated with the monthly wellbeing theme (e.g., 'Belonging', 'Emotional Literacy'), ensuring a consistent and reinforced approach across the curriculum.

Identification

All entry assessments at Dove Green are designed to identify educational needs rather than exclude students. A member of the Inclusion Team meets with families of SofD, SEND, ELL, and MAGT students to understand their specific context and offer recommendations. Where needs cannot be met, this is communicated clearly and respectfully to families, along with suggested alternatives.

The Cognitive Abilities Test (CAT4) taken at the beginning of every academic year from Year 3 to Year 11 helps to identify students with specific educational needs. In particular:

- An average combined CAT score of 121 or above suggests potential MAGT
- A verbal deficit (difference between non-verbal and verbal score of 10 or more) suggests potential ELL or SEND.
- A non-verbal score below 90 suggests potential SEND

The Pupil Attitude to Self and School survey taken at the beginning of every academic year from Year 3 to Year 11 helps to identify students who might need social and emotional support. In addition to this, the Leuven Scales for Wellbeing are used by class teachers in Primary School to assess the wellbeing of students every half-term.

Teachers can refer any student, at any point during the year, using a Student Referral Form, for additional support or challenge from the Inclusion Team. The Assistant Principal, Pastoral and Inclusion collates the information from Student Referral Forms, internal and external assessments (including PASS, TEP, Progress Tests and CAT4). The SENCo or Assistant Principal conducts observations, screeners and interviews with the teacher and



parents. The screening tools cannot diagnose but can give suggestions for support. A plan is then created for support or challenge for the individual student.

Responsibilities

All subject teachers are responsible for the learning, progress, and outcomes of every student in their class.

Admissions team:

- Ensure that the admissions form is correctly completed with details of home language and length of time learning in English
- If a language or special educational need is identified by the parents or suspected on trial day, schedule an assessment with the Inclusion team as part of the admissions process

Teachers:

- Embed inclusive practices in everyday teaching
- Engage in training and continuous professional development
- Provide appropriate levels of challenge for all learners
- Anticipate and address potential barriers to learning and misconceptions
- Plan scaffolding for support and its gradual removal
- Consider language needs and plan targeted resources
- Offer additional learning opportunities beyond the core curriculum
- Ensure coherent, effective and challenging provision is provided for MAGT students across the curriculum
- Maintain evidence of provision and progress data
- Communicate all information and maintain records correctly

The Inclusion Team

- Support classroom teachers with inclusive practices, planning for adaptation, scaffolding and differentiation
- Screen students of concern for potential Additional Educational Needs
- Plan, teach and assess targeted interventions to small groups
- Report to parents

Planning and Time Allocation

Subject teachers are responsible for adapting their planning to meet the needs of all students. While lessons follow the curriculum framework, modifications, such as sensory breaks, are made where appropriate. Inclusion support may occur within the classroom or in a withdrawal setting, scheduled to minimise disruption.

Resources

DGPS demonstrates its commitment to inclusion through a well-established Inclusion Team



and structured support across the school:

- Foundation Stage and Key Stage 1 classes have one Learning Support Assistant per class, supporting and challenging individuals and small groups under the direction of class teachers
- Key Stage 2 benefits from four LSAs across the key stage
- Parent-employed Individual Learning Support Assistants are assigned to individual students with a very high level of support need

Support and challenge activities are tailored to meet both academic and social needs and should promote growing independence.

The Inclusion Team maintains a resource inventory and a stocked sensory room. The school also works in collaboration with external providers for Speech and Language Therapy and Occupational Therapy services.

Assessment

For internal and external assessments, arrangements are adjusted as needed to ensure accessibility. This may include extra time, modified environments, or exemption from specific assessments, as agreed upon with parents.

Staff Wellbeing

A dedicated Wellbeing Committee and Lead is utilised to drive initiatives. All staff have confidential access to the school counsellor for personal support, alongside the support provided by Mental Health First Aiders. Procedures at the school promote work-life balance, as outlined in the Staff Handbook. Wellbeing is considered as part of professional development and performance management conversations.

Partnership with Parents

We aim to promote a culture of cooperation with parents. We strongly encourage active parental involvement in every child's education and are committed to transparent, ongoing communication.

- Regular review meetings are held with the parents/carers of Students of Determination to discuss progress and support plans.
- A calendar is published annually, containing engagement events.
- The Assistant Principal Pastoral and Inclusion, SENCos, School Counsellor and ELL Lead Specialist are available for consultations, advice, and support.

During Parent/Teacher meetings, teachers will explain any targets that have been set. The teacher will explain the provision of support (with the SENCo if required) and actions that parents can take at home.

If the child has an IEP, then the parent is invited to regular IEP review meetings where the needs of the child are discussed and targets are drawn up together, so that the parent



knows what is expected of the child, school and parent.

Parents can help the school by providing relevant information that will support their child both in and out of the classroom.

Review and Audit

The policy is reviewed at least annually and procedures are audited termly to ensure effectiveness. Governors receive a detailed annual report summarising key data and improvements.

Signed:

Print Name: Christopher Seeley

Date: January 2026

Designation: Principal

Next Review: January 2027