

Inclusive Education Policy

August 2025

Overview

Introduction

Villa Nola is committed to providing an inclusive and inspiring learning environment that recognises the diverse needs, strengths, and potential of every student. In line with the Dubai Inclusive Education Policy Framework, the school ensures that all learners, including Students of Determination, have equitable access to high-quality teaching, intervention, and support.

Inclusive education at Villa Nola is defined as an ongoing process that increases access and engagement in learning by identifying and removing barriers. It is rooted in principles of equity, respect, and collaboration, with the aim of preparing students to thrive academically, emotionally, and socially.

Policy Details

Admissions

Villa Nola upholds an inclusive admissions process based on transparency, fairness, and respect for individual learning needs. All applicants, regardless of ability, have the right to participate in the admissions process. The school collaborates with parents, caregivers, and, where appropriate, previous schools to ensure a smooth transition for every child.

For applicants identified with Special Educational Needs and Disabilities (SEND), access arrangements will be made during assessments to reduce barriers and ensure that students are given equitable opportunities to demonstrate their potential. No student is denied admission on the basis of their SEND profile alone, and all students are considered holistically.

Inclusion Aims

The aims of Villa Nola's Inclusion Policy are to provide all students—whether they have SEND or are identified as more able, gifted, or talented—with the opportunity to achieve their best academically, socially, and emotionally.

The school strives to provide high-quality learning experiences that enable students to acquire essential skills, knowledge, and values while cultivating curiosity, responsibility, and resilience. Villa Nola fosters a school culture of care, mutual respect, and support, where effort is valued and success celebrated. The school also actively promotes partnerships with parents, external agencies, and the wider community to ensure every student is fully supported.

Inclusion Objectives

Successful inclusion at Villa Nola results in every student feeling safe, confident, and valued as a learner. The school community works collectively to ensure that all students thrive alongside their peers, regardless of their abilities or challenges. Villa Nola identifies students' needs early, creates personalised education plans, and tracks progress carefully. The school ensures resources are effectively deployed to reflect the level of support required and fosters collaboration with parents and external professionals to achieve the best outcomes.

The committee meets once per term, with extraordinary meetings convened as necessary. Quorum requires the presence of the Owner and at least one Parent Representative. Minutes of meetings are recorded and shared with parents.

Levels of Support

Villa Nola follows a tiered approach to support, aligned with KHDA Directives and Guidelines for Inclusive Education (2020). This includes three levels of provision:

Level 1: Quality First Teaching – Classroom teachers differentiate instruction using Universal Design for Learning (UDL), inclusive classroom management, and culturally responsive teaching practices.

Level 2: Targeted Support – Students receive additional support from Inclusion Support Teachers or specialists through small group or one-to-one interventions. Pupil Profiles are maintained, and some students may have an Individual Education Plan (IEP).

Level 3: Intensive Support – Students requiring significant adjustments are supported by an Individual Learning Support Assistant (ILSA) and Inclusion Support Teachers. These students receive a tailored IEP and may follow a modified curriculum where appropriate.

Promoting Successful Inclusion

Inclusive practice at Villa Nola is embedded throughout the curriculum, teaching strategies, and school culture. Leaders and teachers are responsible for ensuring that learning is personalised to meet the needs of every student. Curriculum maps and differentiated planning support teachers in designing meaningful and accessible learning opportunities.

The school actively promotes awareness and inclusive attitudes among staff, students, and families, ensuring that inclusion is understood as a shared responsibility. Alternative pathways are available for students of determination where needed, while maintaining high expectations and dignity.

Roles and Responsibilities

staff share collective responsibility for upholding an inclusive ethos at Villa Nola. The Inclusion Department, led by the Head of Inclusion and supported by the SENCO, Inclusion Teachers, and Learning Support Assistants, ensures that inclusive practice is effectively implemented across the school. Teachers are accountable for creating inclusive classrooms through Quality First Teaching, monitoring student progress, and collaborating with parents and the Inclusion Team. Learning Support Assistants (LSAs/ILSAs) work in partnership with teachers to provide personalised support and help students access learning.

Identification and Assessment

Villa Nola uses a graduated approach to identifying and assessing students' needs. Early intervention is a priority, with teachers referring students for additional assessment if barriers to learning are observed. The Inclusion Team collaborates with parents and, where appropriate, external professionals to

develop Individual Education Plans (IEPs). Assessment data, both academic and behavioural, is reviewed regularly to ensure that provisions remain effective and responsive to students' needs.

Parent Partnership

Parents and guardians are recognised as vital partners in their children's education. Villa Nola values the knowledge and insights parents provide, and actively involves them in the planning and review of support. Regular meetings, workshops, and progress updates ensure transparent communication. Students are also given opportunities to contribute to the development and evaluation of their IEPs, reinforcing their role as active participants in their own learning journey.

Review and Monitoring

The Inclusive Education Policy is reviewed annually by the Head of Inclusion in collaboration with the Senior Leadership Team and Inclusion Department. The review process incorporates feedback from staff, parents, and students, and considers audit reports, incident analyses, and regulatory guidance. This ensures that the policy remains relevant, effective, and aligned with national and international best practices in inclusive education.