



RUSSIAN INTERNATIONAL SCHOOL

2026 – 2027

Inclusion Policy

1. RIS Philosophy

Russian International School admits SoD students in line with the Ministry of Education regulations and the School SoD Admission Policy is to reflect the philosophy of inclusive education in the outcome of values, culture and achievements of all including SoD students at school.

In line with the UAE National Policy for Empowering People of Determination, the Dubai Inclusive Education Policy Framework, and KHDA Administrative Resolution No. 15 of 2026, Russian International School adopts a whole-school approach to inclusive education. The school is committed to providing Students of Determination and students requiring additional educational support with reasonable accommodations, appropriate interventions, and equitable access to a broad, balanced, ambitious, and appropriately differentiated curriculum.

RIS recognizes that inclusion is a shared responsibility involving school leadership, teachers, learning support staff, parents, students, external specialists, and the wider community.

According to the UAE “General Rules for the Provision of Special Educational Programs and Services” the inclusive education means that:

- all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education;
- the participation of students with special needs in educational programs and services is not limited;
- inclusive provision and practice with SoD involvement into educational process;
- students with special needs have the opportunity to participate in educational programs and services as per their individual strengths and needs.

Social Model of Provision for students with SoD

- 1) *Identify the type and impact of difficulties that students may experience (new comers or students already studying at school).*
- 2) *Involve all participants of SoD Co-ordination Council into identifying/minimizing/overcoming the physical, communicative and social barriers to actively focus on SoD student's achievements and progress.*
- 3) *Be active in focusing on Social Inclusion (overcome Social Exclusion).*
- 4) *Develop the intercommunication of all the participants “School – Student – Parent” into the Social Model of SoD students sense of belonging to school community.*

- 5) *Make an active use of a range of Assessment and Evaluation tools to meet all the needs of SoD groups.*
- 6) *Treat SoD students in case of medical supervision/diagnosis with careful support in case of student's educational difficulties.*

2. Vision for Inclusion

Russian International School Dubai aspires to be a fully inclusive learning community where every student feels safe, respected, valued, and empowered to achieve their individual potential.

Our vision is to:

- remove barriers to learning and participation;
- ensure equitable access to high-quality education for every learner;
- celebrate diversity as a strength within our school community;
- promote independence, resilience, and self-confidence;
- support students' emotional wellbeing and positive mental health;
- provide personalized learning pathways that enable every learner to succeed;
- encourage meaningful participation in all academic, social, cultural, and extracurricular aspects of school life.

3. Mission

Russian International School Dubai is committed to:

- identifying students' educational needs at the earliest possible stage;
- providing timely, evidence-informed intervention and support;
- developing personalized educational programmes that meet individual learning needs;
- working collaboratively with parents and families as equal partners;
- embedding inclusive teaching practices across all classrooms;
- continuously monitoring students' academic, social, emotional, and personal progress;
- promoting student voice, independence, self-advocacy, and active participation in learning;
- preparing students for successful transitions throughout their education and into adult life.

4. Inclusive Values

Russian International School Dubai is guided by the following core values.

- Equity
- Belonging
- Participation
- Achievement
- Respect
- Partnership
- Accountability

5. Aspects of SoD Identification

Russian International School in Dubai recognizes SoD categories of learners who require inclusive educational provision in accordance with KHDA Administrative Resolution No. 15 of 2026.

- Formal Diagnosis (Yes/No) – a diagnosis shall be recognized only upon submission of an official report issued by a qualified and licensed professional in the relevant field.
- Category of Identified Need – SoD with Learning Barriers.

As per the Guidelines for the Categorization System for SoD, every student of determination (student with a formal diagnosis) must be classified under one of the 11 main categories:

1. Intellectual Disability: Intellectual Disability
Unspecified
Global Development Delay
Neurocognitive Disorders
2. Communication Disorders: Language Disorders
Speech Sounds Disorder
Fluency Disorder
Social Communication Disorder
Unspecified Communication Disorder
3. Autism Spectrum Disorder: Autism with Intellectual Disability
High Functioning Autism
4. ADHD: Combined presentation
Predominately Inattentive presentation
Predominantly Hyperactive/Impulsive
5. Psycho-Emotional Disorders
6. Specific Learning Difficulties: Dyslexia
Dysgraphia
Dyscalculia
Scholastic Skills
7. Visual Impairment: Total Blindness
Partial Sighted
Low Vision
8. Hearing Impairment: Deafness (hearing loss > than 90 decibels)
Hearing Impairment (hearing loss 26-90 decibels)
9. Deaf-Blind Disability
10. Physical Disability
11. Multiple Disability (the category is applied only where two or more significant disabilities coexist and require highly individualized educational provision and ongoing multidisciplinary involvement).

As per the Guidelines for the Categorization System for SoD, every identified student (student with evidence-based indicators of disability) must be categorized using the barrier categories:

1. Thinking and Learning Needs: General learning needs across subjects
Early development needs in more than one area (under age 5)
Memory and thinking needs due to illness or injury
2. Communication and Speech Needs: Language needs
Difficulty making speech sounds clearly
Stammering or stuttering
Social use of language difficulties
Other or unclear speech and language needs
3. Social Communication and Interaction Needs

4. Attention and Focus Needs: Difficulties with both attention and high activity
Difficulties mainly with high activity and focus
Difficulties mainly with high activity and impulsive behavior
5. Social, Emotional and Behavioral Needs
6. Learning Difficulties in Specific Skills:
Reading difficulties
Writing difficulties
Difficulties with math's and number skills
General academic learning difficulties
7. Vision Needs: Low vision
8. Hearing Needs: Hearing loss
9. Physical and Movement Needs
10. Multiple and Complex Needs

6. RIS aims in SoD Inclusion Policy

- to achieve their academic potential and enjoy learning and staying at school;
- to support children to make them feel happy, confident and valued at school;
- to work in partnership with parents to achieve the best outcomes for children;
- to develop a Social Model of strong school community belonging and inclusion into Active Learning;
- to admit new SoD students based on Social Inclusion Model/In-School Support and Provision;
- to actively update and train staff towards SoD Inclusion/In-School Support and Provision at school;
- to update quality descriptors for SoD evaluation through regular and active Social Inclusion Model.

This Policy applies to all students enrolled at Russian International School in Dubai who:

- are identified as Students of Determination in accordance with the UAE legislation and KHDA requirements;
- require additional educational support due to identified educational barriers;
- receive support through Individual Education Plans (IEPs), Individual Support Plans (ISPs), Behaviour Support Plans (BSPs), or other personalized intervention programmes;
- are under review through the school's graduated response process;
- are referred for multidisciplinary assessment or external specialist evaluation.

This Policy applies to all members of the school community, including the Governing Board, Senior Leadership Team, SoD Coordinator, teachers, Learning Support Assistants (LSAs), school psychologists, administrative staff, parents, external specialists, and students.

7. Identification, Referral and Assessment Procedures

7.1 Purpose

The purpose is to ensure the early identification, referral, assessment, and ongoing support of students requiring additional educational provision through a systematic, collaborative, and evidence-informed process.

Identification is based on educational need rather than solely on medical diagnosis and reflects the principles outlined within the KHDA Inclusive Education Framework.

7.2 Guiding Principles

Identification and assessment procedures are based upon the following principles:

- child-centred practice;
- evidence-informed decision making;
- collaborative partnership with parents;
- respect for student dignity and confidentiality;
- recognition of students' strengths alongside their educational needs;
- early intervention;
- equitable access to educational opportunities;
- timely provision of appropriate support.

Where educational needs are clearly evident, support will begin without unnecessary delay while external assessment is being considered.

7.3 Screening

Screening is conducted for all students throughout the academic year to monitor academic achievement, wellbeing, participation, and development.

Screening may include:

- classroom observations;
- baseline assessments;
- formative and summative assessment data;
- literacy and numeracy screening;
- speech and language observations;
- social-emotional wellbeing measures;
- attendance monitoring;
- behaviour monitoring;
- teacher assessments;
- parental concerns.

The purpose of screening is to identify students who may require additional educational support at the earliest possible stage.

7.4 Initial Identification

Concerns regarding a student's learning or development may be raised by:

- the Class Teacher;
- Subject Teachers;
- Parents or Guardians;
- the SoD Coordinator;
- the School Psychologist;
- the School Nurse;
- members of the Senior Leadership Team;
- external professionals;
- a previous educational setting.

Areas of concern may include:

- academic attainment;
- literacy;
- numeracy;
- speech and language development;

- communication;
- attention and executive functioning;
- social interaction;
- emotional regulation;
- behaviour;
- sensory processing;
- physical development;
- gross and fine motor skills;
- attendance;
- adaptive functioning.

7.5 Student Referral

Where concerns persist despite quality first teaching, the Class Teacher completes a **Student Support Referral Form** and submits it to the SoD Coordinator.

The referral should include:

- description of identified concerns;
- student's strengths and interests;
- interventions already implemented;
- differentiated teaching strategies used;
- assessment data and progress records;
- samples of student work;
- attendance information;
- behaviour records;
- evidence of communication with parents.

7.6 SoD Coordinator Review

The process includes:

- review all available documentation;
- observe the student within the learning environment;
- consult with teachers;
- analyze assessment evidence;
- determine whether further monitoring or additional intervention is required.

Where evidence does not indicate significant educational needs, recommendations will be provided to strengthen classroom differentiation and inclusive teaching practices.

7.7 Stage 1 – Universal Classroom Support

Students experiencing emerging learning needs receive enhanced classroom support through Quality First Teaching.

Support strategies may include:

- differentiated instruction;
- flexible grouping;
- visual supports;
- instructional scaffolding;
- positive behaviour support strategies;
- environmental adjustments;

- sensory accommodations;
- additional teacher feedback;
- assistive technology where appropriate.

Stage 1 intervention normally continues for **6–8 weeks**, during which progress is closely monitored by the Class Teacher in collaboration with the SoD Coordinator.

7.8 Review Meeting

At the conclusion of the monitoring period, a review meeting involves the SoD Coordinator, Class Teacher, relevant subject teachers, and parents.

The meeting considers:

- student progress;
- effectiveness of interventions;
- updated assessment information;
- teacher observations;
- parental feedback.

Outcomes may include:

- return to Universal Provision;
- continuation of Stage 1 support;
- progression to Stage 2 Targeted Intervention.

7.9 Stage 2 – Targeted Intervention

Students requiring additional educational support receive structured intervention programmes coordinated by the SoD Coordinator and delivered, where appropriate, by specialist staff and Learning Support Assistants (LSAs).

Interventions may include:

- small-group instruction;
- literacy intervention;
- numeracy intervention;
- speech and language support;
- executive functioning programmes;
- social skills training;
- emotional regulation programmes;
- psychological support.

Each intervention programme includes measurable targets, clearly defined review dates, and systematic progress monitoring.

Stage 2 support is typically implemented over an extended period, depending on the student's individual educational needs and response to intervention.

8. RIS Curriculum and Admission Procedure

New SoD students' admission is without restrictions to in-school enrollment and is based on Social Inclusion Model/In-School Support and Provision.

We are committed to excellence in education by striving to provide each student with opportunities to reach his/her potential as a lifelong learner in a challenging and supportive learning environment that will ultimately prepare him/her to play an active and responsible role as a global citizen in a multicultural world. The school admits Russian speaking students from the Russian Federation and CIS countries. Entrance evaluation of applicants from national schools of CIS countries is conducted in Russian and Mathematics to ensure that the child is able to access the school programme within the levels of support. Year/grade placement is based on the student's chronological age and/or transfer certificate (TC) as per the KHDA regulations.

9. Required Documents

To have the SoD student registered in the Knowledge and Human Development Authority System and in the school, parents must submit the following documents:

- a copy of student's passport, including a valid UAE residence visa;
- a copy of parent's/guardian's passport, including a valid UAE residence visa;
- a copy of student's Emirates ID (both sides);
- a copy of parent's/guardian's Emirates ID (both sides);
- a copy of student's original Birth Certificate (plus translation of Birth Certificate into Russian if it is issued not in Russian language);
- a copy of student's original Birth Certificate with translation into English;
- a copy of the immunization card translated into English if it is issued in another language;
- a student's recent photo.

Extra documents requirement **ONLY** for the students enrolling to **Grades 2 – 11**:

- report Card from the previous school for the previous academic year (if applicable);
- the original Transfer Certificate (TC) from the previous school (if applicable);
- original School Personal File only if the student is from outside the UAE/ from CIS countries (if applicable);
- translation of Student's Personal File into English language, attested at the Ministry of Justice, Ministry of Foreign Affairs of the country of origin, at the Embassy of UAE in the country of origin and at the Ministry of Foreign Affairs in Dubai.

10. Programmes

The school has been implementing special programmes to provide an effective support for students whose attainment is below expected levels in certain areas of the curriculum (including students with Russian as a second language) and for the identified SoD categories:

- *“Learning Support Programme for Low-Attainers and Underachievers”*
- *“Programme for Gifted and Talented Students”*
- *“Psychological Support Programme for SoD students”*
- *“Quality” Descriptors – Reports based on Social Inclusion Model of In-School Support and Provision.*

The SoD Coordination Council and School Psychologist provide constant individual and in-class guidance and support based on the **Individual Education Plan**:

- a written description of the present level of performance, measureable goals and needed special education programs and services for a student with special needs.

11. Procedures for identification

Russian International School has appropriate procedures for identifying new comers with special educational needs and all relevant information is shared with the staff.

Children with a range of educational needs have been identified:

- Gifted and Talented (high attainment, research skills, critical thinking; sport, choreography, music, art, literature, drama, IT, STEM);
- General Learning Difficulties – SoD with Learning Barriers;
- With Deficiencies (behavioral, social, emotional);
- Multiple SoD categories (Main/Additional) of Identified Need;
- Medical Conditions – SoD with Formal Diagnosis;
- Russian is not the Mother Tongue.

12. Parents` support

RIS is maintaining relationships with parents to ensure their involvement and inclusive support.

Parents are welcomed at the heart of the learning process, provided with comprehensive and objective information, school psychologist support, with tools and resources to meet the child`s needs in cooperation with SoD Co-ordination Council and Inclusion Team at RIS.

Parents are informed and actively involved throughout every stage of the identification and support process.

The school will:

- explain identified concerns;
- share assessment findings;
- review intervention outcomes;
- consider parental perspectives;
- agree collaboratively on future actions.

Written parental consent will be obtained before recommending any external specialist assessment.

13. External Specialist Assessment

Where a student's educational needs continue to present significant barriers to learning despite targeted intervention, the school may recommend a comprehensive multidisciplinary assessment by an appropriately licensed external specialist.

External assessment may be undertaken by professionals including, but not limited to:

- Educational Psychologists;
- Clinical Psychologists;
- Developmental Pediatricians;
- Psychiatrists;
- Speech and Language Therapists;
- Occupational Therapists;
- Physiotherapists;
- Behaviour Analysts or Behaviour Specialists;
- Audiologists;
- Ophthalmologists;
- other appropriately licensed professionals.

The choice of specialist remains the responsibility of the student's parents or guardians.

The school will provide relevant educational information to support the assessment process, subject to written parental consent.

14. Student Inclusion Support Team Review

Following receipt of external assessment reports, the Student Support Team (SST) conducts a comprehensive review of all available information.

The review considers:

- diagnostic reports;
- educational implications of identified needs;
- recommendations provided by external professionals;
- school-based assessment evidence;
- teacher reports;
- intervention outcomes;
- parental views;
- the student's views, where appropriate;
- attendance, wellbeing, participation, and engagement.

The Student Support Team determines:

- whether the student meets the criteria for identification as a Student of Determination;
- whether the student should be recorded within the School Inclusion Register;
- the level of educational provision required;
- reasonable accommodations necessary for equitable access to learning;
- whether an Individual Education Plan (IEP), Individual Support Plan (ISP), Behaviour Support Plan (BSP), or other personalized support plan should be developed;
- review arrangements and monitoring procedures.

15. Response Model

Russian International School implements the Response Model to ensure that educational support is proportionate, evidence-based, and responsive to students' evolving needs.

The model consists of three progressive levels of support.

Universal Provision

High-quality inclusive teaching, differentiation, and universal classroom strategies available to all students.

Targeted Intervention

Additional evidence-based interventions delivered individually or in small groups to address identified barriers to learning.

Intensive Personalized Support

Highly individualized educational provision coordinated by the Student Support Team and delivered through personalized educational planning, specialist intervention, reasonable accommodations, and multidisciplinary collaboration.

Movement between levels of support is determined by ongoing assessment and the student's response to intervention rather than by diagnosis alone.

Monitoring and Review

The effectiveness of educational provision is monitored continuously through:

- classroom observations;
- progress monitoring;
- curriculum-based assessments;
- Individual Education Plan reviews;
- intervention records;
- teacher evaluations;
- parental feedback;
- student voice;
- multidisciplinary review meetings.

Support programmes remain flexible and are modified in response to student progress and changing educational needs.

Access to confidential records is restricted to the authorized personnel directly involved in supporting the student.

16. School Inclusion Register

Russian International School Dubai maintains two Inclusion Registers.

Register A

Students with officially confirmed diagnoses (**Students of Determination**).

Register B

Students identified through the school's assessment process as having significant educational barriers.

Where appropriate, students in both registers receive:

- an Individual Education Plan (IEP);
- regular progress monitoring;
- termly review meetings;
- an annual comprehensive review of educational provision.

17. Review of Educational Support

Educational provision is reviewed:

- at the end of each academic term during the IEP review process;
- annually as part of the comprehensive review of educational needs;
- whenever there is a significant change in the student's educational needs.

The level of educational support may be increased, reduced, or discontinued based on monitoring data and the student's progress.

18. Student Identification Process

Universal Screening



Teacher Identifies a Concern



SoD Coordinator Review



Stage 1 – Universal Support



Review of Progress



Stage 2 – Targeted Support



Consultation with Parents



Is an External Assessment Required?

Diagnosis Confirmed

No Diagnosis



Categorisation under
KHDA Table 1



Categorisation under
KHDA Table 2



Determination of Educational Provision



Development of an Individual Education Plan (IEP)



Ongoing Monitoring and Review

19. Wellbeing and Inclusion at RIS

The Wellbeing and Inclusion Model at RIS includes the key points of the KHDA and DHA Protocols for the Private Schools in Dubai, providing Health and Safety for all school participants.

Wellbeing and Inclusion is supported by:

- School Board
- School Management
- Inclusion Team
- Wellbeing School Committee
- Health and Safety Committee
- SoD Team
- Parents Council
- Students Council

RIS promotes Wellbeing and Inclusion through academic, mental, physical, social and emotional development of Students, Parents and Teachers.

RIS strives for healthy development with core values:

- Health Awareness throughout the academic year;
- Strong relationships between Students, Parents and Teachers;
- Cooperation with Health, Educational and Public Communities;
- Students' progress, achievements, competencies or challenges.

20. RIS Wellbeing and Inclusion Objectives

- Social Inclusion of all Students (*for all Educational Models of Teaching and Learning*);
- monitoring established channels of communication between Teachers, Students, Parents;
- commitments/timelines/learning experience;
- psychological support;
- peers' relationship;
- School-Families Partnership;
- Students of Determination Welfare; Academic and Behavioral Performance;
- Students Emotional-Wellbeing Surveys;
- Parents Wellbeing Surveys.

21. RIS Inclusive Factors include:

1. positive relationships with Peers and Teachers;
2. positive Teacher Classroom Management strategies;
3. positive Behavior Management practices with Parents;
4. Safety at school through a positive school atmosphere based on specific principles outlined in "Child Protection Policy", "Anti-Bullying Policy", "E-Cyber Safety Policy", "Health and Safety Policy";
5. Social and Emotional learning including the development of self-awareness, self-management and responsible decision-making skills;
6. Fostering expectations, achievements and providing opportunities for success;
7. Wellbeing of School Personnel;
8. Stress Management strategies that may be linked to school work/stress-related situations.

We aim to be a School where:

- **Everyone feels safe, happy, supported, important and valued**
 - a) School Psychologist Support

- b) Health and Safety Team Support
- c) Inclusion Team Support.

- **Teaching and Learning is creative, encouraging and challenging**
 - a) Inclusive Approach
 - b) SoD Wellbeing Support
 - c) Individual Support.

22. The School Wellbeing and Inclusion is implemented in Key Areas:

1. Curriculum (Teaching and Learning);
2. Culture and Environment;
3. Relationship and Partnership.

Educational Provision of Curriculum:

Curriculum Delivery is as per:

- Student's needs
- Parents preferred choice
- Child's wellbeing/medical scenario/SoD/financial challenges.
- Adaptive learning resources are for Student's Individual Pace of Learning if needed;
- Curriculum balance with opportunities for intellectual, physical and social development / cognitive learning potential / behavioral / emotional / health needs / expected outcome;
- Social Inclusion / success academically, behaviorally, and socially.

23. Culture and Environment Principles:

- Healthy Routines and Behavior School Code including preventive measures;
- Tolerance and Empathy in a multicultural environment;
- Healthy food and the importance of exercising;
- Clean Study/Work Areas.

24. Relationships and Partnerships for Wellbeing and Inclusion:

- **Students' Leadership/Initiatives through:**
 - a) Students Wellbeing Survey
 - b) Students Senior Council
 - c) Students Junior Council
 - d) Students Safety Council
 - e) Students Scientific Council
 - f) Students Ecological Council
 - g) Students Literature Council
- **Gifted and Talented Empowerment:**
 - a) School Program for Gifted and Talented
 - b) Emphasis on praise for efforts and achievements
- **Support for SoD:**
 - Wellbeing Coordinators' and Psychologist's Support for SoD
 - Subject Teachers' Support based on IEP/Differentiated Approach
 - Inclusion Support Team Cooperation with Parents
 - Subject Teachers' Progress Monitoring with Follow Up
 - Feedback for Students of Determination
 - Flexible Support Time Table for Students of Determination.

- **Medical and Psychological Support is related to:**
 - child abuse/child bullying
 - peer's relationships/sexual – gender education
 - harmful habits addiction (drinking/smoking/drug and vape awareness).

25. Inclusion Team / School Clinic / Health and Safety Team coordination is:

- to ensure Counselling to both Students and their Parents as needed;
- to identify students who show signs of concern (behavioral, bullying...);
- to conduct case log-in detailing reports followed by counselling sessions;
- to provide crisis management services;
- to provide counselling for SoD students to develop their social and emotional skills;
- to advocate for Students' best interests and welfare;
- to collaborate with authorized communities;
- to regularly conduct the anti-bullying campaigns within the School;
- to implement all School Policies in order to promote positive behavior, health and safety;
- to raise awareness of mental, physical, emotional wellness among Students, Parents and Teachers.

- **Parents Council meeting with School Management at RIS:**

- Channels of communication with Parents
 - Hotline Whats App: +971-50-613-60-91
 - Tel. Administration: +971-4-264-15-15
 - Email: parents.ris@dubairuschool.com

Digital Safety for Wellbeing Promotion:

- Safeguarding;
- Official School Learning Platforms;
- Cyber-Safety monitoring;
- Child Protection monitoring;
- Inclusion for all the Students;
- Health and Safety channels of communication with Students.

Promoting a healthy lifestyle is integral to the School curriculum to ensure the academic, mental, physical, social and emotional Wellbeing and Inclusion for Students, Parents and School Staff.

Marina Khalikova

Principal

Russian International School


