



INCLUSION POLICY CHILDREN OF DETERMINATION

Children of determination:

A child of determination is a child with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the child's full and effective participation in education on an equal basis with peers of the same age.

Children of determination are identified through one or both procedures listed below

- Through the work of a specialist and/or a clinical team, as displaying almost all 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.

Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization of disability.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions



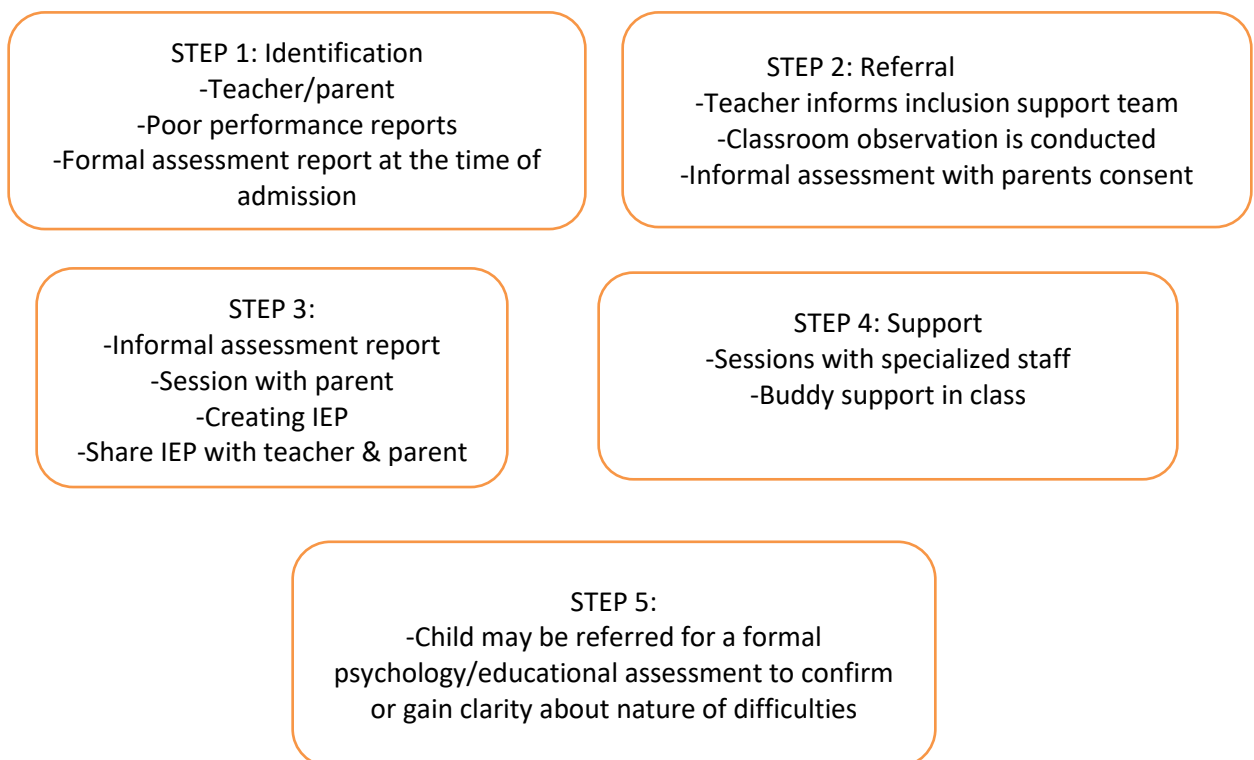
Admission, Participation and Equity at Great Minds ECC

At Great Minds ECC students who experience SEND (Special Educational Needs and Disabilities) have the same right as all the other students. The center has available Inclusion Support Team (IST) consisting of the centre manager, the speech and language therapist and the teacher in the student's class.

Main goal:

- To ensure that the student with SEND has equal admission opportunities as all other students
- To support & enhance the learning experience of every child in the school.
- To provide a safe, caring & stimulating learning environment where no child is left behind.
- To support children with learning challenges through the inclusion program.
- To involve & work in close relationship with teachers, parents & other therapists in the identification, & implementation of goals for the child.

Referral procedure





Systems of Support for Inclusive Education at Great Minds ECC

Great Minds ECC Inclusion Support Team (IST) ensures that the student who experiences SEND is exposed to alternative learning option and gets equal opportunities with his peer group. More specifically the role of the IST is:

1. Meet on a regular basis typically once per week to discuss the students' performance
2. Maintain minutes in each meeting to follow up and monitor the effectiveness of the intervention program.

The coordinator of the team and the person in charge is the **speech and language therapist**.

Role of the speech and language therapist is to:

- ensure each teacher, and other educational staff, are aware and able to implement inclusive education techniques
- establish problem solving processes and approaches with teachers to identify and deal with problems and challenges that emerge for students
- encourage and support parent/family participation in the education process and ensure that they have every opportunity to contribute to student success
- create and ensure that the individual education plans (IEP) direct the strategies used by teachers to meet the educational goals of students who require a focused and personalized approach for their learning. This will be particularly important for students who experience SEND
- where appropriate, to provide support on individual basis.
- to monitor students' progress through regular meetings with the involved team and through the use of IEP each time the student is supported individually.
- ensure that the class environment is nutrient, offers communication opportunities aligned with the Montessori method and appropriate to the students' level. The Montessori method is a unique approach to learning at all levels as the materials can be used by any student regardless of the needs and limitations. The level of difficulty varies and is easily adjusted to the students' skills.
- train staff to use a multi-mode way of communication with children (photos/symbols, verbal, signing, facial expression, body language)
- to group students with similar needs and offer group therapy. According to the students' needs intervention focuses on social skills, comprehensive and expressive language.
- to provide training to staff and parents regarding Developmental milestones, language development, ways to enrich language environment and methods to enhance language and communication skills



Role of the class teacher

- Teachers make every effort to ensure that all children, including those with determination, are fully involved in all the class activities
- The teacher, Assistant teacher (AT) or Specialist staff, may provide children additional support in the classroom.

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